



Australian Government

Department of Education, Employment and Workplace Relations

SISOARC301A Conduct an archery session

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and conduct a non-instructional target archery session. It does not cover field or clout archery.

Application of the Unit

This unit applies to those working as archery leaders, coaches or guides who conduct target archery sessions in controlled conditions.

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

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for an archery session.

- 1.1. Conduct relevant assessments to determine the ***condition of participants***.
- 1.2. Develop a ***plan*** according to ***relevant legislation, organisational policies and procedures*** and ***participant's needs***.
- 1.3. Identify a location according to participant's abilities, ***aims and objectives***, relevant legislation and organisational policies and procedures.
- 1.4. Identify ***hazards*** associated with target archery and minimise ***risks*** to ensure safety of participants.
- 1.5. Access ***relevant sources*** to interpret ***weather and environmental information*** to determine activity plan.
- 1.6. Inform ***appropriate authorities*** before commencing the session, where required.

2. Select equipment for the group.

- 2.1. Select ***equipment*** according to ***contextual issues*** and organisational policies and procedures.
- 2.2. Assess equipment for safety and serviceability.
- 2.3. Check and pack safety equipment according to organisational policies and procedures.

3. Brief participants.

- 3.1. Communicate instructions and ***relevant information*** about the archery session in a manner suitable to the participants.
- 3.2. Outline safety procedures, contingency plans and boundaries for the session and activities.
- 3.3. Demonstrate correct posture and techniques for firing arrows and the removal of arrows from the ground and targets.
- 3.4. Establish a suitable communication system for participants to use during the session.
- 3.5. Check and confirm participants are properly equipped for archery activities and conditions.

ELEMENT	PERFORMANCE CRITERIA
4. Conduct archery session.	4.1. Demonstrate archery techniques to participants. 4.2. Monitor individual participant's performance and provide appropriate feedback. 4.3. Implement appropriate modifications to activities as required according to <i>situational changes</i>. 4.4. Respond to emergencies or non-routine situations according to organisational policies and procedures.
5. Complete post session responsibilities.	5.1. Notify appropriate authority of session completion as required. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate <i>relevant aspects</i> of the session. 5.4. Identify potential areas of improvement for future sessions. 5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - consult with participants to plan an archery session that meets their needs
 - convey information about the safety aspects of the session
 - interact with participants to create a safe and positive environment
- problem-solving skills to:
 - plan an archery session according to participant's needs
 - make decisions regarding potential hazards and impact of weather conditions
 - respond to non-routine situations
- planning and organising skills to:
 - source, allocate and coordinate equipment and a suitable location
 - organise participants into manageable groups for archery activities
- language and literacy skills to:
 - produce plans
 - complete post session participant and self evaluations
- personal target archery skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of archery session
- location specific information to enable planning and management of potential archery hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for target archery, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection
- clothing and footwear requirements for safe conduct and participation in archery session
- target archery techniques and communication systems used between participants
- weather and environmental information to ascertain possible conditions and their affect on the session
- emergency and safety procedures to negotiate potential hazards and risks relevant to the location to ensure safety of self and participants.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans within activity constraints and guides or leads and monitors groups in a safe and professional manner
- applies contingency management techniques to deal with a range of problems and issues that may arise during archery sessions
- encourages and responds to group feedback and evaluates and reflects on own leading performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure the safe leading of groups in archery activities that are appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable archery venue to lead groups in archery activities
- participants to take part in the archery session
- resources and information regarding participants and location to plan, lead and document archery activities for a variety of participants
- bows, strings, arrows, targets, stands, quivers, finger or arm guards, and safety and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and leading processes and interacting with a group of participants, including conveying information for safe participation
- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all archery activities during session
- observation of dealing with contingencies such as changing weather conditions and equipment failure

- review of archery session plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- previous experience
- physical development
- age
- injuries and illnesses.

Plan may include:

- aims and objectives
- date, time and duration
- location or site, equipment and resources
- safety requirements.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- use, maintenance and storage of equipment
- communication protocols
- confidentiality of participant information
- assessment procedures
- code of ethics.

Participant's needs may include:

- physical
- emotional
- psychological.

Aims and objectives may include:

- self improvement
- meeting people
- adventure and recreation.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion

- Relevant sources** may include:
- lost party or party member
 - equipment failure.
 - Bureau of Meteorology
 - media
 - land managers or agencies
 - local knowledge.
- Weather and environmental information** may include:
- satellite images
 - daily and weekly forecasts
 - maximum and minimum temperatures
 - weather warnings
 - event warnings
 - river levels
 - synoptic charts
 - high and low tide predictions.
- Appropriate authorities** may include:
- authorities
 - supervisors.
- Equipment** may include
- bows
 - strings
 - arrows
 - quivers
 - stands
 - targets
 - finger tab or shooting glove
 - arm guards
 - safety and first aid equipment.
- Contextual issues** may include:
- weather conditions, including times
 - season
 - transport
 - location
 - trip distance and duration
 - group objectives
 - group size.
- Relevant information** may include:
- safety procedures
 - logistical details
 - risk and hazard prevention and management
 - archery techniques
 - responsible and safe behaviour.
- Situational changes** may include:
- change of weather
 - equipment failure
 - conditions.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Archery