



Australian Government

Department of Education, Employment and Workplace Relations

SISOFSH203A Select, rig and use terminal tackle

Release: 2

SISOFSH203A Select, rig and use terminal tackle

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recognise and use terminal tackle and prepare rigs for a variety of situations.

Application of the Unit

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

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

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

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

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|--------------------------------|--|
| 1. Select terminal tackle | 1.1. Identify situations in which <i>terminal tackle</i> is required.
1.2. Determine differences between the types of terminal tackle required for different <i>forms of fishing</i> and <i>factors affecting the quality of terminal tackle</i> .
1.3. Identify and select the most appropriate terminal tackle according to species of fish, location, conditions, <i>relevant legislation</i> and <i>organisational policies and procedures</i> . |
| 2. Access and prepare hooks | 2.1. Select the size and style of hook according to specific species of fish, relevant legislation and organisational policies and procedures.
2.2. Determine situations when barbless hooks should be used.
2.3. Identify reasons for the use of sharp hooks and safely sharpen hooks according to organisational policies and procedures. |
| 3. Rig and use terminal tackle | 3.1. Identify different rigs and the situations in which they may be used according to specific fish species, relevant legislation and organisational policies and procedures.
3.2. Tie <i>knots</i> according to the selected terminal tackle and mode of fishing.
3.3. Identify types of sinkers and determine their use in particular situations.
3.4. Apply knowledge of the relationship of sinker size to tidal movement to sinker selection and use.
3.5. Maintain tackle balance through the use of correct size swivel and snaps.
3.6. Select and prepare trace and identify <i>factors affecting the choice of trace</i> .
3.7. Identify and access <i>other accessories</i> related to use |

ELEMENT	PERFORMANCE CRITERIA
4. Complete post-activity responsibilities	of terminal tackle where required. 4.1.Retrieve, inspect, and store terminal tackle according to organisational policies and procedures. 4.2.Evaluate relevant aspects of terminal tackle activity.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to differentiate between types of terminal tackle used for different species of fish and situations
- planning and organising skills to:
 - source and access relevant terminal tackle and accessories
 - construct terminal rigs for different situations
- numeracy skills to select correct sized hook according to species and size of fish.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct
- minimal impact codes to ensure protection of the fishing environment
- species of fish, locations, conditions and feeding habits to select appropriate terminal tackle
- types of terminal tackle and situations in which each type should be used
- factors affecting quality of terminal tackle and quality of trace
- variety of hooks and situations for selecting barbless and sharp hooks
- methods of rigging and knot tying according to different situations and terminal tackle.

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:

- applies knowledge of different types of terminal tackle to select the most appropriate for particular species of fish, locations or conditions
- selects and uses appropriate terminal tackle as part of a rig within a particular form of fishing.

Context of and specific resources for assessment

Assessment must ensure selection and use of a range of terminal tackle that reflects local conditions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- suitable locations to rig and use terminal tackle
- a selection of terminal tackle appropriate to local conditions.

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 safe participation and demonstration of selecting, rigging and using terminal tackle suitable to a particular species of fish and location
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, different types of terminal tackle, and factors affecting tackle selection
- third-party reports from a supervisor detailing performance.

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

- SISOFSH204A Select, use and maintain fishing tackle outfits.

Range Statement

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

Terminal tackle may include:

- hooks
- swivels
- snaps
- sinkers
- traces
- line
- leaders, for fly fishing only
- flies
- lures.

Forms of fishing may include:

- game
- bottom fishing
- estuary
- beach fishing
- fly fishing
- artificial lure fishing.

Factors affecting the quality of terminal tackle may include:

- hook sharpness
- swivel quality and size
- line quality and breaking strain
- knot tying
- rig construction.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- safety and emergency procedures
- use, maintenance and storage of terminal tackle
- manufacturer's design specifications and recommendations for equipment use
- procedures for sharpening hooks
- accepted industry best practice
- risk management procedures
- communication protocols

- Knots*** may include:
- code of ethics.
 - terminal knots
 - line to line knots
 - specialty knots.
- Factors affecting the choice of trace*** may include:
- type of fishing
 - fish species
 - situation.
- Other accessories*** may include:
- cyalume sticks
 - floats
 - berley cages
 - corks
 - bait scents
 - fluorescent additives.
- Relevant aspects*** may include:
- objectives
 - planning process
 - activity site
 - weather
 - equipment selection
 - clothing selection
 - food selection
 - instructional content
 - instructional technique
 - assessment technique
 - group feedback
 - directing techniques
 - rescue techniques employed

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing