ISS

Caver Development Program



This Caver Development Program is based on the Sport, Fitness and Recreation Development Package, SIS 10, version 1, November 2011.

NOTE:

Caver Development should be conducted by ISS members for ISS members as this is covered by our public liability insurance policy.

If members of other organisations participate they should realise that the caving organisation is not an RTO and cannot train, assess or issue certification to the national competencies.

Ideally they should join ISS for the duration of the development (Development) both theoretical and practical fields.

ISS does have a currently qualified national trainer and assessor and a member who has lapsed qualifications as a trainer and assessor.

The nominal hours will depend on the ability of the individual to complete the Development.

Note:

The Scout association levels are different from the Certificate 2, 3 and 4 from the national competencies and the Scout documentation is an attachment to this syllabus.

The Scout Association RPL documentation is also taken into account for their members. The ISS excel spread sheet indicates competencies achieved.

Trainees should have the trainer sign off and date each section when completed.

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit code**:** SISXRSK301A | | Unit Tile | Undertake risk analysis of activities | Nominal hours: 20 |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to undertake a risk-management process in relation to an activity and in accordance with an organisation's risk-management policies and procedures. In this context, the risk-analysis process is conducted using structured analysis methodology according to the current Australian and New Zealand standard. |
| Competency field | Risk Management and Security across sectors |
| Application of the unit | This unit applies to those who work in a range of roles and settings in the sport, recreation or fitness industry. This may include those working in after-school or holiday-care programs in a range of locations, in coaching activities or those undertaking a role in outdoor recreation activities, such as camps and other guided activities as well as indoor recreation and fitness activities. |
| Employability skills | This unit contains employability skills. |
| Prerequisite | Nil |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * works effectively and professionally within organisational risk-management systems and objectives and complies with legislative requirements to undertake risk assessments that are appropriate for specific activities and locations * works within parameters of own job role and responsibilities to assess, select and where appropriate resource viable risk-treatment options; and develops and implements a risk-treatment plan within required timeframes and activity * documents and monitors the risk-management plan and contributes to the review of processes and outcomes * accesses and clarifies information to inform application of risk-analysis procedures. * Due to issues such as differences in risk associated with different client groups, different equipment, different locations and different environmental conditions, this unit of competency must be assessed through the analysis of risk associated with more than one activity (or one activity with different client groups and or in different locations) in order to ensure consistency of performance over the range statement and contexts applicable to risk analysis of activities. | Assessment must ensure development and implementation of a risk-treatment plan for specific activities relevant to the candidate's current or intended work environment to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * an environment or facility appropriate to the specific activity * support staff, locations and resources to implement risk-control measures * organisational policies and procedures related to risk analysis of activities * organisational reporting requirements. | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:   * observation of applying organisational risk-analysis procedures to activities and locations * oral and or written questioning to assess the knowledge of risk-analysis techniques and evacuation skills in relation to risk-assessment methodologies * third-party reports from a supervisor detailing work performance over multiple applications * portfolio of records and reports documenting risk-treatment plans and outcomes. | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills | Required knowledge |
| * problem-solving skills to: * identify and assess hazards, level of risk and treatment options * develop appropriate strategies to manage risks for an activity, within the parameters of the organisational risk-management plan * planning and organising skills to: * develop, implement and monitor a systematic risk-management plan for an activity * make changes in response to risk-management plan * literacy and numeracy skills to: * access and analyse required risk-assessment information * document a risk-management plan for a specific activity * communication skills to: * contribute to risk-management review * consult with relevant personnel to implement review recommendation | * organisational risk-management procedures to enable risks associated with activities to be assessed and addressed so that activities can be undertaken safely * legislation and organisational policies and procedures to enable risk identification and assessment for relevant activities and identification of the legal responsibilities associated with risk management * hierarchy of controls to enable the most appropriate and viable risk-treatment options to be applied to activities * hazards associated with specific activities and locations to enable effective risk-treatment options to be identified for the activity and location * risk-assessment principles and methodology * common risk-management terminology, such as risk, risk management, hazard, risk analysis and risk-management plan * equipment design limits and effects of operating outside design limits * risk-evaluation criteria to enable level of risk to be assessed accurately. |

Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
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| 1.Establish the context of the risk analysis. | 1.1.Access the organisation's equipment maintenance procedures and history for the activity and location as required. | Equipment maintenance procedures and history may include:   * frequency of equipment maintenance * schedule of maintenance * incident reports * failure reports. |  |  |
| 1.2.Obtain applicable technical documentation. |  |  | internet |
| 1.3.Access and clarify risk-evaluation criteria, as determined by the organisation's risk-management policy and plan. | Risk-evaluation criteria may include:   * legislation * regulations * Australian standards * organisational policies, aims and objectives * operating procedures and guidelines. |  |  |
| 2.Identify risks associated with an activity. | 2.1.Identify and document potential sources of risk for the specific activity and location according to relevant legislation and organisational policies and procedures. | Potential sources of risk may include:   * physical * chemical * environmental * psychological * financial, commercial and legal   behavioural.  Relevant legislation may include   * occupational health and safety * equal opportunity * privacy * duty of care * industrial relations   licensing.  Organisational policies and procedures may include   * occupational health and safety * equipment use and maintenance   reporting and record keeping  communication protocols.  on |  |  |
|  | 2.2.Consider and document areas of impact on the organisation. |  |  |  |
|  | 2.3.Consider and document possible causes of risk and hazards according to organisational policies and procedures. |  |  |  |
| 3.Conduct risk analysis of an activity. | 3.1.Determine existing organisational controls for each risk according to occupational health and safety legislation. | Occupational health and safety legislation includes:   * hazards and risks * emergency response * consultation and participation |  |  |
| 3.2.Assess the likelihood of any given risk turning into an accident, injury or loss. |  |  |  |
| 3.3.Assess the consequences of particular incidents in order to determine the degree of emphasis to be placed on the risk |  |  |  |
| 3.4.Analyse the likelihood and consequences of particular risks and classification of risk according to organisational procedures. | Classification of risk may include:   * diseases * economic perils * environmental * financial * human perils * natural perils * occupational health and safety * product liability * professional liability * property damage * public liability * security * technology |  |  |
| 4.Undertake risk assessment of an activity. | 4.1.Compare the level of risk established during the analysis process with previously established risk-evaluation criteria according to organisational procedures. |  |  |  |
|  | 4.2.Rank or prioritise risks for further action, taking account of the wider context of the risk. |  |  |  |
|  | 4.3.Consider the objectives of the organisation and the extent of opportunity which could result from taking the risk. |  |  |  |
|  | 4.4.Accept risks that fall into the low or acceptable categories without further treatment, and monitor and periodically review to ensure they remain acceptable. |  |  |  |
| 5.Treat risks associated with an activity. | 5.1.Identify specific risk-treatment options applicable to risks that fall outside the low or acceptable categories. | Risk-treatment options may include:   * avoid the risk * reduce the risk * transfer the risk * finance the risk * retain the risk. |  |  |
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|  | 5.2.Evaluate risk-treatment options according to the organisation's risk-management plan. | Evaluate may include:   * extent of risk reduction * extent of benefits or opportunities created   taking into account the risk-evaluation criteria  Risk-management plan may include:   * objectives * equipment and resources   contingencies |  |  |
|  | 5.3.Document the activity-specific risk-treatment plan. | Risk-treatment plan may include   * implementation details * responsibilities * schedules * expected outcome * budgeting * performance measures * review process. |  |  |
|  | 5.4.Implement the risk-treatment plan prior to and during the activity, according to organisational policies and procedures. |  |  |  |
| 6.Monitor and review the risk management of an activity. | 6.1.Document risk analysis, evaluation and treatment options according to organisational procedures. |  |  |  |
|  | 6.2.Monitor risks and the effectiveness of the risk-treatment plan, strategies and management system. |  |  |  |
|  | 6.3.Repeat the risk analysis of the activity regularly to ensure the risk-treatment plan remains relevant. |  |  |  |
|  | 6.4.Make changes to the conduct of an activity, where required, in accordance with review recommendations. |  |  |  |
|  | 6.5.Implement recommendations of the organisation's risk audit in future risk analysis of the activity. |  |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit code**:** SISOCVE201A | | Unit Tile | Demonstrate caving skills | Nominal hours: 20 |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to participate in supervised, minimal impact caving activities. This unit focuses on the demonstration of simple caving skills, such as navigation and laddering, in caves with frequently travelled tracks and marked routes |
| Competency field | Caving |
| Application of the unit | This unit applies to those working as assistant outdoor adventure leaders, assistant caving guides, or support staff under supervision in caves with frequently travelled routes, tracks, markers and obvious natural surroundings.  This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies |
| Employability skills | This unit contains employability skills. |
| Prerequisite | Nil |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * applies relevant process to plan equipment and supply requirements appropriate for the conditions and duration of the caving activity * navigates a route using a map and ensures movements are of minimal impact * seeks advice and feedback from leader and evaluates and reflects on own caving performance to identify strengths, weaknesses and improvements. | Assessment must ensure participation in multiple caving activities that are of sufficient breadth and duration to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * resources and information, such as maps and weather sources, to plan and prepare for the activity * a suitable cave, with frequently travelled routes, tracks, markers and obvious natural surroundings * a qualified leader or supervisor * caving, navigation and safety equipment. | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:   * oral or written questioning to assess knowledge of strategies used to plan a minimal impact caving route * observation of safe participation and demonstration of simple caving skills, such as ascending and descending a ladder * 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:  SISOOPS201A Minimise environmental impact. |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills | Required knowledge |
| * literacy and numeracy skills to: * read and interpret maps * analyse weather information * calculate grid and magnetic bearings * planning and organising skills to source and allocate resources and equipment * communication skills to: * interact with group leader and other participants * problem-solving skills to: * identify and negotiate cave hazards, features * follow a route and locate position in a cave using a map and compass | * policies and procedures to enable safe conduct of all caving activities * care and maintenance of caving equipment to ensure prolonged life span and safety requirements * food and water requirements * different types of caves, and associated features, hazards, risks, and how to apply minimal impact techniques * safety procedures, such as common communication methods and calls used between participants * navigation techniques to determine location, direction and potential hazards under supervision * basic weather information to ascertain possible conditions and their affect on the activity * emergency procedures and understanding of potential hazards relevant to the location to ensure risk minimisation to self and others. |

Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
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| 1.Plan for a caving activity | 1.1.Identify food and water requirements according to contextual issues including suitability of food for the cave environment. | * Food and water requirements may include: * menu planning and preparation * range of foods * cooking methods * suitability of food for the cave environment. |  |  |
| 1.2.Access relevant sources to interpret weather information. | Weather information may include   * satellite images * daily and weekly forecasts * maximum and minimum temperatures * weather warnings | BOM site  Interpret weather can be learning for several hours | internet |
| 1.3.Identify an activity location and outline possible cave features, hazards and risks according to relevant legislation and organisational policies and procedures. | * Contextual issues may include: * type of cave or site * length of cave or site * soundness of rock * volume of water * ease of access * weather conditions at top and bottom   Relevant sources may include   * bureau of meteorology * media * national parks and wildlife centres * police.   Relevant legislation may include   * occupational health and safety   permits or permission for access  environmental regulations.  Hazards may include:   * rock piles * fauna and flora * sharp edges water * unstable floor or roof * darkness   elevated carbon dioxide levels  vertical pitch  Risks may include:   * hypothermia * flooding * exhaustion * dehydration * phobias * lost party member   stings or bites  Organisational policies and procedures may include:   * occupational health and safety * use and maintenance of equipment * communication protocols * emergency procedures * ASF minimal impact caving codes and code of ethics * Australian Speleological Federation Safety Guidelines. |  |  |
| 1.4.Establish and confirm an appropriate communication system to use in cave. |  |  |  |
| **1.5.Obtain suitable** map or maps **and plan a route according to** map information**.** | Map or maps may include:   * detailed cave maps * developed long sections * cave maps with only wall details and labels * guide books and diagrams.   Map information may include:   * grid lines and numbers * magnetic declination * scale * map legend * significant cave features * topographic features * markers * distance estimations * grid bearings * slope * water depth * speleothems * cross sections. |  |  |
| 1.6.Identify emergency or contingency escape routes |  |  |  |
| 2. Select equipment | 2.1.Select equipment and check working order according to organisational policies and procedures. | Equipment may include:   * caving equipment * navigation equipment * safety and first aid equipment. |  |  |
|  | 2.2.Adjust and fit equipment to ensure comfort and safety. |  |  |  |
|  | 2.3.Select personal clothing and footwear according to design and construction features appropriate to the location. |  |  |  |
| 3.Navigate in a cave. | 3.1.Follow a route in a cave, with and without a compass, demonstrating use of underground navigation aids. | * Navigation aids may include : * survey markers * track markers * lines * signs * arrows * compass * maps * air flow * water direction * man-made infrastructure * significant cave features * speloethems. |  |  |
| 3.2.Apply techniques for estimating the distance travelled. | * Techniques for estimating the distance may include: * time * observation of surroundings * pacing. |  |  |
| 3.3.Identify features in the cave using map and compass. | * Features may include: * squeezes * rock piles * sumps * duckunders * streams * water pools * mud * crevasse * loose floors * false floors * vertical pitches * speleothems * fossil and bone remains * flowstone * rimpools * Dripholes * oolite deposits * palaeokarst * soil crusts * cones | Examine ASF symbols and match symbol to word |  |
| 3.4.Select an efficient route suitable to the group and conditions. |  |  |  |
| 4.Move with minimal impact through a cave | 4.1.Move efficiently through cave and negotiate hazards and features according to organisational policies and procedures and relevant legislation. | Hazards may include:   * rock piles * fauna and flora * sharp edges water * unstable floor or roof * darkness * elevated carbon dioxide levels * vertical pitch |  |  |
|  | 4.2.Apply techniques and procedures to minimise cave impact according to organisational policies and procedures and relevant legislation. | Techniques and procedures to minimise cave impact may include:   * caving slowly * avoiding sensitive areas * keeping to marked tracks * not touching anything except as required for safety purposes * avoiding disturbance to cave fauna, including bats, birds, nests, reptiles and arthropods * leaving bones where found or moving them carefully to side of track * carrying containers for removal of waste material, including all toileting waste * avoiding unnecessarily eating in a cave * avoiding strong smelling or messy food * eating over a container |  |  |
|  | 4.3.Identify appropriate techniques for newly discovered caves. | Techniques inside caves may include:   * bridging * squeezing * crawling * rock scrambling * swimming * climbing * chimneying * wading. * following single track * make a track * identify and mark formation not to be crossed | Demonstrate and practice |  |
|  | 4.4.Identify types of damage and foreign material which should be isolated from the cave environment. | * carrying containers for removal of waste material, including all toileting waste * avoiding unnecessarily eating in a cave * avoiding strong smelling or messy food * eating over a container |  |  |
| 5.Navigate cave hazards and obstacles. | 5.1.Negotiate cave hazards and obstacles according to caving techniques that minimise environmental damage. | Obstacles may include:   * narrow passages * water * speloethems * vertical squeeze. |  |  |
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| 6.Evaluate caving activity | 6.1.Evaluate relevant aspects of the activity. | Relevant aspects of the activity may include:   * planning process * factors affecting selection of equipment * navigation and laddering skills. |  |  |
|  | 6.2.Identify improvements for future caving experiences. |  |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit codeSISOCVE304A | | Unit title | Apply laddering skills | Nominal hours 10 |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to apply specific laddering skills for use in caving situations. Other related competencies, such as navigation, are defined in other units. |
| Competency field | caving |
| Application of the unit | This unit applies to those working as caving guides or instructors either autonomously or as part of a team, in familiar and unfamiliar situations within a range of natural cave locations with simple obstacles and vertical single pitches that may require the use of a ladder.  This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies. |
| Employability skills | This unit contains employability skills. |
| Prerequisite | nil |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * selects and fits personal equipment and carries out safety checks to ensure effective working order * uses a range of equipment and knots to negotiate ladder pitches with a variety of obstacles and hazards   communicates with other participants to monitor safety and progress throughout the laddering activity | Assessment must ensure application of multiple laddering techniques for descending and ascending a ladder pitch in caving environments that reflect local conditions to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * laddering and belaying equipment * a suitable caving environment with the potential for rigging ladders and belays | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:   * observation of descending and ascending a ladder in a single pitch caving context * oral or written questioning to assess knowledge of legislation and organisational policies to ensure minimal environmental impact and appropriate use of equipment * observation of negotiating hazards and obstacles * observation of using suitable communication system during laddering and or belaying * 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:  SROCVE303A Rig a ladder pitch. |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills | Required knowledge |
| * problem-solving skills to: * identify and safely negotiate cave features, obstacles and hazards while laddering * safely descend and ascend single pitch vertical drops * minimise damage to the environment during laddering * planning and organising skills to source and allocate equipment to enable safe laddering * communication skills to use established communication system while laddering to ensure safe descent and ascent   first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care | * legislation and organisational policies and procedures to enable the safe conduct and minimal impact of all laddering activities * equipment characteristics and technology used for single pitch laddering in caves, and factors affecting appropriate care, selection, use and maintenance of equipment * different types of caves and associated features, obstacles, hazards, risks, and how to apply minimal impact techniques * safety procedures, such as communication and belay systems used by participants * laddering techniques and procedures, such as descending and ascending a ladder and resting on a ladder pitch   emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and others |

Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
| --- | --- | --- | --- | --- |
| 1. Select, fit and use laddering equipment. | 1.1.Identify and fit personal equipment to ensure comfort and safety. | Personal equipment may include   * helmet * harness * caving ladders * cow tails and safety lines * prussic cords * caving lights * ropes * rigging * karabiners * maillons * mechanical ascenders * belay devices * clothing and footwear |  |  |
| 1.2.Tie knots suitable to the belay system. | Knots may include:   * end-of-rope knots * mid-rope knots * friction knots * stopper knots * rope joining knots |  | internet |
| 1.3.Check all equipment to ensure satisfactory working order according to manufacturer's specifications, relevant legislation and organisational policies and procedures. | Relevant legislation may include:   * occupational health and safety * permits or permission for access * environmental regulations. Organisational policies and procedures may include: * ccupational health and safety * use, maintenance and storage of equipment * communication protocols * minimal impact environmental and caving codes * Australian Speleological Federation Codes and Guidelines * code of ethics. |  |  |
| 2.Demonstrate laddering technique. | 2.1.Apply correct posture and technique for descending and ascending a ladder. |  |  |  |
|  | 2.2.Negotiate vertical laddering obstacles and avoid or remove pitch hazards using a range of laddering techniques in a controlled and safe manner. | * Obstacles may include: * rope and ladder tangles * ladder caught on rock projections * broken or damaged rungs * vertical squeezes and overhangs. Hazards may include: * water pools and streamways * falling rocks, water, debris and or gear * abrasion points * sharp edges * loose clothing and hair * strong cave breezes |  |  |
|  | 2.3.Apply techniques for resting on a ladder pitch. |  | *Krab locked in ladder* |  |
| 2.4.Use communication systems to implement safety systems. |  | See ASF safety guidelines |  |
| 2.5.Identify and apply strategies to reduce risk and environmental damage while laddering according to relevant legislation. | Strategies may include:   * top and bottom belays * self belays * use of cows tails and other safety connectors to the safety rope or belay anchors |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | | | |
| Unit codeSISOCVE303A | | | Unit Title | Rig a ladder pitch | Nominal hours: 10 |
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| Unit descriptor | | | This unit describes the performance outcomes, skills and knowledge required to rig a ladder pitch for use in caving activities. It includes anchor selection and setting up the belay in predictable situations. It does not cover ascending or descending a ladder. | | | | |
| Competency field | | | Caving | | | | |
| Application of the unit | | | This unit applies to those working as caving guides or instructors either autonomously or as part of a team in familiar and unfamiliar situations within a range of natural cave locations with simple obstacles and vertical single pitches that may require the use of a ladder pitch.  This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies | | | | |
| Employability skills | | | This unit contains employability skills. | | | | |
| Prerequisite | | | Nil | | | | |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * selects and uses anchors, knots, belay techniques and rigging equipment within a known range of predictable caving contexts * sets up belay systems suitable to the situation and abilities of those participating * identifies and eliminates or minimises hazards where required. | Assessment must ensure participation in rigging and de-rigging of ropes and ladders on multiple occasions in caving environments that reflect local conditions to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * suitable natural cave sites with the potential for rigging ladders and belays * rigging equipment and natural or fixed anchors to rig ladder pitch. | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:   * observation of rigging and de-rigging ladder pitches within a caving context * oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe and appropriate use of rigging equipment * observation of dealing with hazards throughout the rigging and de-rigging process * 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:  SISOCVE304A Apply laddering skills. |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills   * problem-solving skills to: * select anchors and belay systems for the context and conditions of the activity * identify and eliminate hazards * rig and de-rig ropes and ladders safely * self management skills to take responsibility for the rigging and de-rigging of ropes and ladders * 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 the safe conduct of all rigging activities * equipment types, characteristics and technology used to rig ropes and ladders for caving activities * care and maintenance of equipment to ensure prolonged life span and safety requirements, * ladders, ropes, and belay and anchor systems required to rig and de-rig ladder pitches for caving activities * caving techniques, situations and activities requiring use of ladder pitches * types of knots, their advantages and disadvantages, and their impact on rigging activities * safety systems and emergency procedures relevant to the location and situation to ensure safety of self and others |
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Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
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| 1. Rig ropes and ladders. | 1.1.Select suitable anchors for the activity. | Anchors may include:   * natural * fixed. |  |  |
| 1.2.Tie knots according to the equipment and situation. | Knots may include:   * end-of-rope knots * mid-rope knots * friction knots * stopper knots * rope-joining knots. |  | internet |
| 1.3.Rig ladders and ropes for ease of use and safety, using rigging equipment and ladders according to manufacturer's specifications and organisational policies and procedures. | Rigging equipment may include   * wire traces - all surfaces except limestone or formations * bolts * climbing protection * caving ladders * ropes and rope protectors * belay devices * karabiners.   Organisational policies and procedures may include:   * ccupational health and safety * use, maintenance and storage of equipment * communication protocols * minimal impact environmental and caving codes   Australian Speleological Federation Codes and Guidelines |  |  |
| 1.4.Identify pitch hazards and minimise or eliminate, where possible. | Hazards may include:   * water pools and streamways * falling rocks, water, debris and or gear * abrasion points * tangled ladder * rope passing through ladder * loose gear, clothing and hair * jewellery * strong cave breezes * vertical squeezes. |  |  |
| 2.Set up a belay system. | 2.1.Select and use a suitable belay system for the situation and participant ability. | Belay system may include:   * top and bottom belays * self belays |  |  |
|  | 2.2.Set up the belay to allow the belayer to safely escape from the system. |  |  |  |
| 3.De-rig ropes and ladders. | 3.1.De-rig ladders and ropes safely according to manufacturer's specifications and organisational policies and procedures. |  |  |  |
| 3.2.Pack ladders and ropes for appropriate transport away from the pitch. |  |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit codeSISOCVE410A | | Unit title | Rig a complex pitch using caving specific techniques | Nominal hours: 20 |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to independently rig a complex pitch using caving specific single rope techniques, including re-belays and re-directions. This unit applies to single pitch caves or straightforward caves with several pitches and easy navigation. |
| Competency field | Caving |
| Application of the unit | This unit applies to those working as caving adventure guides, instructors or program managers. This may include those responsible for rigging complex pitches in non-routine situations.  This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies. |
| Employability skills | This unit contains employability skills. |
| Prerequisites | Nil |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * independently selects natural, fixed and or artificial anchors and other relevant caving and safety equipment according to the situation and conducts safety checks prior to use * identifies pitch hazards, difficult rigging conditions and complex non-routine situations to rig pitches that enable safe ascent and descent. | Assessment must ensure rigging of a complex pitch in caving environments that are of sufficient breadth and duration to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * natural cave sites suitable for the rigging of re-belays and re-directions * natural, fixed and artificial anchors to rig a complex pitch * rigging, safety, rescue and communication equipment. | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:   * observation of selecting and checking equipment and anchors prior to use * oral or written questioning to assess knowledge of organisational policies and procedures and legislation to enable safe conduct of all rigging activities * observation of safe rigging of a complex pitch using caving specific techniques, including re-belays and re-directions * observation of identifying and dealing with non-routine rigging problems, pitch hazards and difficult rigging conditions * 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:  SISOCVE409A Rig ladders in complex situations. |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills | Required knowledge |
| * problem-solving skills to: * select equipment and anchors required to rig a complex pitch that includes re-belays and or re-directions * solve complex non-routine rigging problems * identify and eliminate or minimise pitch hazards to enable safe ascent and descents * self management skills to: * take responsibility for rigging a complex pitch within the context of a cave * conduct safety checks of equipment prior to use * first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care. | * legislation and organisational policies and procedures to enable the safe conduct of all rigging activities * natural, fixed and or artificial anchors and equipment types, characteristics and technology used for rigging complex pitches * care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's specifications for equipment use * difficult rigging situations and non-routine rigging problems that may require re-belays and re-directions * emergency procedures relevant to the location and complex situation to ensure safety of self and others |

Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
| --- | --- | --- | --- | --- |
| 1.Select equipment | 1.1.Select equipment according to organisational policies and procedures. | Equipment may include   * caving equipment * safety and rescue equipment * communication equipment.   Organisational policies and procedures may include:   * occupational health and safety * use, maintenance and storage of equipment * risk management * communication protocols * Australian Speleological Federation Codes and Guidelines |  |  |
| 1.2.Select anchors appropriate for re-belays or re-directions. | Anchors may include:   * natural * fixed * artificial. |  | internet |
| 1.3.Conduct safety checks of all equipment according to manufacturer's specifications, relevant legislation and organisational policies and procedures. | Relevant legislation may include   * occupational health and safety * permits or permission for access   environmental regulations |  |  |
| 2.Rig a complex pitch. | 2.1.Identify pitch hazards and minimise or eliminate, where possible, according to organisational policies and procedures. |  |  |  |
|  | 2.2.Rig re-belays and re-directions to minimise difficult rigging situations. | Difficult rigging situations may include:   * knots in the rope * awkward traverses * poorly placed rope protectors or pads * short re-belay loops * weight of rope on the pitch * problems caused by variance in party member's body mass * poorly placed re-belays or re-directions. |  |  |
|  | 2.3.Identify places where complex rigging may be required. |  |  |  |
| 2.4.Rig for complex non routine situations and solve non-routine rigging problems to enable safe ascents and descents. | Complex non-routine situations may include   * pendulum swings * rigging to prevent drowning in a waterfall or potential waterfall * traverses across a pitch to a side passage lead * awkward squeezes on a pitch * placement of bolts or other artificial aids to allow further exploration of the cave * tie-backs to previous pitches in multi pitch caves that lack solid anchors at pitch heads |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit codeSISOCVE409A | | Unit title | Rig ladders in complex situations | Nominal hours 20 |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to independently rig caving ladders in complex and non-routine situations in a cave environment. It includes anchor selection and establishment of belay systems. |
| Competency field | Caving |
| Application of the unit | This unit applies to those working as caving adventure guides, instructors or program managers. This may include those responsible for rigging ladders in complex and non-routine situations.  This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies. |
| Employability skills | This unit contains employability skills. |
| Prerequisites | Nil |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * selects and uses anchors, knots, belay techniques and rigging equipment within a range of complex caving contexts * sets up belay systems suitable to the complex situation and abilities of those participating * identifies and eliminates hazards where required | Assessment must ensure participation in rigging and de-rigging of ropes and ladders in complex caving environments that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * suitable natural cave sites with the potential for rigging ladders and belays * natural, fixed and artificial anchors to rig ladders * rigging and safety equipment | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:   * observation of rigging and de-rigging ladder pitches within a complex caving situation * oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe conduct of activities * observation of dealing with hazards throughout the rigging and de-rigging process * 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:  SISOCVE410A Rig a complex pitch using caving specific techniques |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills | Required knowledge |
| * problem-solving skills to: * select appropriate anchors and belay systems for the context and conditions * identify and eliminate hazards * rig and de-rig ropes and ladders safely * self management skills to take responsibility for rigging and de-rigging ropes and ladders in complex situations * first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care. | |  | | --- | | * legislation and organisational policies and procedures to enable the safe conduct of all rigging activities * equipment types, characteristics and technology used to rig ropes and ladders for caving activities to enable selection, use, care and maintenance of all required equipment * ladders, ropes, and belay and anchor systems required to rig and de-rig ladder pitches for complex caving activities * caving techniques, complex situations and activities requiring use of ladder pitches * types of knots, their advantages and disadvantages, and their impact on rigging activities * safety systems and emergency procedures relevant to the location and complex situation to ensure safety of self and others. | |

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Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
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| 1.Rig ropes and ladders. | 1.1.Select suitable anchors and safety equipment for the activity. | Anchors may include:   * natural * fixed * artificial.   Safety equipment may include   * harnesses * helmets * headlamps * first aid kit * rescue equipment * communication devices. |  |  |
| 1.2.Tie knots according to the equipment and situation. | Knots may include   * end-of-rope knots * mid-rope knots * rope-joining knots * friction knots * tape knot. |  | internet |
| 1.3.Rig ladders and ropes for ease of use and safety using rigging equipment according to manufacturer's specifications, relevant legislation and organisational policies and procedures. | Rigging equipment may include   * wire traces * tape slings * bolts * climbing protection * caving ladders * ropes * rope protectors * belay devices * karabiners.:   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 * use, maintenance and storage of equipment * risk management * communication protocols * Australian Speleological Federation Codes and Guidelines |  |  |
| 1.4.Identify pitch hazards and minimise or eliminate, where possible. | Hazards may include:   * water pools or seepage * loose gear * falling rocks, water, debris and or gear * abrasion points * tangled rope * loose clothing and hair * jewellery * strong cave breezes |  |  |
| 2.Set up a belay system. | 2.1.Construct and operate a belay system according to the complex situation and participant ability. | Belay system may include:   * top belay * bottom belay * bottom break * self belays. |  |  |
| 2.2.Set up the belay to allow the belayer to safely escape from the system. |  |  |  |
| 3.De-rig ropes and ladders. | 3.1.De-rig ladders and ropes safely according to manufacturer's specifications and organisational policies and procedures. |  |  |  |
|  | 3.2.Pack ladders and ropes for appropriate transport away from the pitch. |  |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | | |
| Unit codeSISOCVE308A | | Unit Title | Guide horizontal caving trips | Nominal hours 20 |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to guide participants on horizontal caving trips. This unit focuses on the application of planning skills to make suitable arrangements to safely guide groups on horizontal caving trips |
| Competency field | Caving |
| Application of the unit | This unit applies to caving guides who are responsible for planning, implementing and evaluating horizontal caving trips in controlled environments for groups of participants.  This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies. |
| Employability skills | This unit contains employability skills. |
| Prerequisite | SISOCVE201A Demonstrate caving skills |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * plans within activity constraints and guides and monitors group in a safe and professional manner * applies contingency management techniques to deal with a range of problems or variable factors that may arise during caving trips   encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement. | Assessment must ensure safe guiding of groups in locations that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * suitable horizontal caving sites to guide participants * participants to take part in caving trips * caving, safety, first aid, rescue, navigation and communication equipment * resources and information regarding participants and cave site to plan, guide and document caving trip for a variety of participants | 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 guiding processes and interacting with 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 caving activities throughout trip * observation of dealing with contingencies such as changing weather conditions and equipment failure * review of caving trip 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, for example:  SISXCAI306A Facilitate a group. |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills | Required knowledge |
| * communication skills to: * consult with participants to plan a horizontal caving trip that meet their needs * convey information about the safety, minimal impact and logistical aspects of the trip * interact with participants to create a safe and positive environment * problem-solving skills to: * plan a horizontal caving trip according to participant's needs and abilities * make decisions about potential hazards that may affect trip * modify aspects of trip according to all variable factors and non-routine situations * planning and organising skills to: * source, allocate and coordinate equipment and a suitable cave site * organise participants into manageable groups for horizontal caving * language and literacy skills to: * produce a plan for the caving trip * complete post trip participant and self-evaluations * first aid, rescue and emergency response skills appropriate to the cave to enable initial response and or rescue in emergencies | * legislation and organisational policies and procedures to enable safe conduct of all activities * site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the cave * equipment, clothing and footwear types, characteristics and technology used for caving, and factors affecting appropriate selection to enable safe conduct of all activities * use, care and maintenance of caving equipment to ensure prolonged life span and safety requirements according to manufacturer's specifications and recommendations * hazards and risks that may be experienced in horizontal caves and how to negotiate these * horizontal caving techniques and common communication systems used when caving, to reduce risk * horizontal caving environments, including features, hazards, risks and possible conditions to adequately prepare group * weather information to ascertain possible conditions and their effect on the trip * first aid, emergency and rescue procedures relevant to the cave to ensure safety of self and others. |

Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
| --- | --- | --- | --- | --- |
| 1. Plan horizontal caving trip. | 1.1. Conduct relevant assessments to determine the condition of participants. | Condition of participants may include:   * previous experience * physical capabilities * age * injuries and illnesses |  |  |
| 1.2. Develop a trip plan according to participant's needs, relevant legislation and organisational policies and procedures. | Plan may include:   * aims and objectives * date, time and duration * location, equipment and resources * guide and participant ratios * safety, minimal impact and emergency requirements * location and route maps. Relevant legislation may include * ccupational health and safety * cave access and permit requirements * working with children * equal opportunity * privacy * environmental regulations   Organisational policies and procedures may include: occupational health and safety   * use and maintenance of equipment * communication protocols * assessment procedures * time and budget constraints * confidentiality of participant information * Australian Speleological Federation Codes and Guidelines: * Cave Safety Guidelines * Code of Ethics and Conservation * Minimal Impact Caving Code * Cave Diving Code of Practice |  | internet |
| 1.3. Select an appropriate site and cave for the trip according to participant's abilities, trip objectives, relevant legislation and organisational policies and procedures. | Trip objectives may include:   * exploration * surveying * scientific study * interpretation * meeting people * team building * fitness targets * adventure and recreation. * photography |  |  |
| 1.4. Identify hazards associated with horizontal caving and minimise risks to ensure personal safety of participants. | Hazards may include:   * environmental * hydrological hazards * set-up hazards * group management hazards * dangerous fauna and flora * elevated carbon dioxide levels Risks may include * hypothermia * injuries and illnesses * exhaustion * dehydration * phobias * stings or bites * equipment failure |  |  |
| 1.5. Access relevant sources to interpret detailed weather information to determine trip plan. | Relevant sources may include:   * bureau of meteorology * media * national parks and wildlife centres * police.   Weather information may include:   * satellite images * daily and weekly forecasts * maximum and minimum temperatures * weather warnings. |  |  |
| 1.6. Determine food and water requirements and contextual issues of the trip. | Food and water requirements may include:   * menu planning and preparation * range of foods. |  |  |
|  | 1.7. Obtain permits or permission for access where required, and inform appropriate authorities before commencing the caving trip. |  |  |  |
| 2.Select equipment for the group. | 2.1.Select caving equipment according to contextual issues and organisational policies and procedures, and check serviceability. | Contextual issues may include:   * Time of day * season and weather * cave features * participant characteristics * number of staff * length of cave * safety requirements |  |  |
|  | 2.2.Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. | Equipment may include   * caving equipment * safety, first aid and rescue equipment * navigation equipment * communication equipment |  |  |
|  | 2.3. Check safety and rescue equipment to ensure suitability to the group and the cave. |  |  |  |
| 3. Brief participants. | 3.1.Communicate instructions and relevant information about the horizontal caving trip in a manner suitable to the participants. | * Relevant information may include: * safety procedures * minimal impact procedures * logistical details * risk and hazard prevention and management * caving techniques * responsible and safe behaviour. |  |  |
| 3.2. Outline logistical details, minimal impact and safety procedures for the trip. | * Safety procedures may include: * personal safety checks * safe areas and or boundaries   contingency and risk   * management plan. |  |  |
| 3.3. Establish a suitable communication system for participants to use throughout caving trip. |  |  |  |
| 3.4. Check and confirm participants are properly equipped for the trip |  |  |  |
| 4. Lead horizontal caving trip. | 4.1. Evaluate caving conditions and provide direction and advice to group during the trip. |  |  |  |
|  | 4.2. Demonstrate horizontal caving techniques, where required, to safely and efficiently negotiate features of cave. |  |  |  |
|  | 4.3. Implement modifications to trip in regard to all variable factors that are monitored. | Variable factors may include   * change of weather * equipment failure * cave conditions. |  |  |
|  | 4.4. Respond to any emergency or non-routine situations according to organisational policies and procedures. |  |  |  |
| 5.Complete post-trip responsibilities. | 5.1. Notify relevant authorities of trip completion. |  |  |  |
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|  | 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. |  |  |  |
| 5.3. Evaluate relevant aspects of caving trip. | * Relevant aspects may include: * use of equipment * caving skills * activity organisation and conduct * communication and feedback * demonstration of caving techniques * safety practices. |  |  |
| 5.4. Identify potential areas of improvement for future horizontal caving trips. |  |  |  |
|  | 5.5. Review own performance and identify potential improvements. |  |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit codeSISOCVE411A | | Unit | Apply vertical caving skills | Nominal hours15 |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to apply specific exploration techniques, such as free climbing, for use in vertical caving activities. Other related competencies, such as rigging, are defined in other units. |
| Competency field | Caving |
| Application of the unit | This unit applies to those working as caving adventure guides, instructors or program managers. This may include those required to apply free climbing skills during vertical caving activities.  This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies. |
| Employability skills | This unit contains employability skills. |
| Prerequisite: | SISOCVE302A Apply single pitch abseiling skills in caves  SISOCVE305A Apply caving specific single rope techniques |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * applies relevant process to plan equipment requirements appropriate for the conditions and duration of the caving activity and arranges suitable communication systems with spotters or belayers * negotiates obstacles and hazards while free climbing a vertical caving pitch, and adapts to problems or issues that may arise * applies advanced techniques used for exploration in vertical caving, including the use of climbing aids to assist climb   evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement. | Assessment must ensure participation in vertical caving activities in caving environments that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * a suitable natural cave site for the conduct of vertical caving   vertical caving, safety and rescue and communication equipment. | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:   * oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all vertical caving activities * observation of safe participation and demonstration of free climbing skills * observation of dealing with vertical caving hazards and obstacles   third-party reports from a supervisor detailing performance | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills | Required knowledge |
| * problem-solving skills to: * identify and negotiate pitch hazards and obstacles while free climbing * determine when to use climbing aids * planning and organising skills to: * identify a suitable vertical caving pitch * select equipment for the activity * communication skills to inform progress with spotter or belayer throughout free climbing * first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care. | * legislation and organisational policies and procedures to enable safe conduct of all activities * advanced techniques used for exploration in vertical caves * hazards, obstacles and risks that may be experienced while free climbing on a vertical caving pitch * climbing aids and equipment used for spotting and belaying a free climber on a vertical caving pitch and methods of protecting a free climber to enable safe conduct of activities * communication systems used between free climbers and spotters or belayers * use, care and maintenance of equipment to ensure prolonged life span and safety requirements * basic weather information to ascertain possible conditions and their affect on the activity * safety and emergency procedures relevant to the location and activity to ensure safety of self and others |

Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
| --- | --- | --- | --- | --- |
| 1.Plan for vertical caving activity. | 1.1.Identify an appropriate activity site according to contextual issues, relevant legislation and organisational policies and procedures. | Contextual issues may include:   * abilities * group size * other users * pitch height * environmental impact * soundness of surface * access and egress * weather conditions   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 * use, maintenance and storage of equipment * risk management * communication protocols * minimal impact environmental and caving codes * Australian Speleological Federation Codes and Guidelines |  |  |
| 1.2.Access relevant sources to interpret detailed weather information that may impact on the activity plan. | Relevant sources may include:   * bureau of meteorology * media * national parks and wildlife centres * police.   Weather information may include:   * satellite images * daily and weekly forecasts * maximum and minimum temperatures * rainfall and flooding * weather warnings. |  | internet |
| 1.3.Select and fit personal and safety equipment for the activity. | Equipment may include:   * vertical caving equipment * safety, first aid and rescue equipment * communication equipment. |  |  |
| 1.4Identify potential hazards and risks associated with free climbing.  1.5Develop procedures to minimise risks and protect the safety of the free climber. | Hazards may include:   * rock fall * flowing water * abrasion points * tangled rope * loose clothing and hair * jewellery * strong cave breezes.   Safety may include:   * personal safety checks * spotting by other party members * top rope belay for longer and exposed pitches. |  |  |
| 1.6.Establish a suitable communication system to use while free climbing. |  |  |  |
| 2.Free climb in a cave. | 2.1.Apply techniques to free climb a vertical pitch. | Techniques may include:   * climbing cracks * chimneying * bridging * the use of layback moves   mantle shelving. |  |  |
| 2.2.Negotiate pitch hazards and obstacles safely while maintaining communication with spotter or belayer, as required. |  |  |  |
| 2.3.Apply procedures to minimise impact on the caving environment. |  |  |  |
| 3.Apply advanced climbing techniques. | 3.1.Demonstrate the safe and efficient use of climbing aids. | Climbing aids may include:   * handlines or etriers * traverse lines * short lengths of caving ladder. |  |  |
|  | 3.2.Identify advanced techniques in vertical caving used for exploration. | Advanced techniques may include:   * lead climbing * aid climbing * scaling poles * rope traverses. |  |  |
|  | 3.3.Demonstrate vertical climbing technique appropriate to the situation. |  |  |  |
| 4.Evaluate activity. | 4.1.Evaluate relevant aspects of the vertical caving activity. | Relevant aspects may include:   * hazard and risk identification * free climbing skills and advanced techniques * use of climbing aids. |  |  |
|  | 4.2.Identify improvements for future free climbing experiences in a cave. |  |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit codeSISOCVE306A | | Unit title | Rig ropes and establish belays in caves | Nominal hours15 |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to independently select fixed or natural anchors for the attachment of ropes and equipment for belays. These anchors are to be used in establishing belay systems and rigging rope pitches for abseiling and single rope technique in caves. Anchors must be selected from a diversity of locations, offering different environmental conditions |
| Competency field | Caving |
| Application of the unit | This unit applies to those working as caving guides or instructors either autonomously or as part of a team in familiar and unfamiliar situations within a range of natural cave locations with simple obstacles and vertical single pitches where rigging ropes and establishing belays are required to accommodate different belayer and abseiler abilities.  This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies. |
| Employability skills | This unit contains employability skills. |
| Prerequisite | Nil |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * selects and establishes solid and secure anchors after considering the factors that affect their stability * establishes a belay system at the top and bottom of cave pitches according to contextual issues and the individual situation * uses suitable belay devices and knots for different situations and determines the need for back up belay systems * establishes a self belay system where required * identifies and eliminates hazards to ensure risk minimisation. | Assessment must ensure establishment of belay systems and rigging of ropes for single pitch abseiling activities in caving environments that reflect local conditions and are of sufficient breadth to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * suitable natural cave sites with various qualities and fixed anchors * belay equipment and natural and fixed anchors to rig ropes and establish belays. | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:   * observation of selecting suitable anchors and belay systems according to the situation and participant's abilities * observation of rigging ropes and establishing belays within a single pitch caving context * oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe and appropriate use of equipment * 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:   * SISOCVE302A Apply single pitch abseiling skills in caves. |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills | Required knowledge |
| * problem-solving skills to: * select anchors and belay systems for the context and conditions of the activity * identify and overcome hazards * asses condition of all equipment prior to use * takes steps to rectify any deficiencies * rig ropes and anchors safely * self- management skills to take responsibility for rigging of ropes and anchors, and establishing belays * first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care | * legislation and organisational policies and procedures to enable the safe conduct of all activities * equipment types, characteristics and technology used to rig ropes and establish belays in caves to enable the safe selection, use and maintenance of all required equipment * principles of anchor systems such as equally shared load, single component failure and effect, redundancy and angle of separation * principles and types of belay systems and devices, such as top and bottom belays, self- belays, dynamic and static belays * advantages and disadvantages of various knots in a variety of situations * safety systems and emergency procedures relevant to the location and situation to ensure safety of self and others |

Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
| --- | --- | --- | --- | --- |
| 1.Choose anchor or anchors | 1.1.Assess condition of anchors, including performance under likely load, and the stability of the surroundings. | Condition may include:   * age * location * wear * decay * corrosion * weathering * environmental stress * insect damage.   Anchors may include:   * natural * fixed.   Likely load may include   * group size * set up * type of use, such as abseiling and laddering * cavers ability * technique.   Stability of surroundings may include:   * location * cracks * deformities * fissures * underlying structural features of natural anchors. |  |  |
| 1.2.Identify and select solid and secure anchors according to organisational policies and procedures and contextual issues. | Organisational policies and procedures may include:   * occupational health and safety * use, maintenance and storage of equipment * communication protocols * minimal impact environmental and caving codes * Australian Speleological Federation Codes and Guidelines   Contextual issues may include   * belayer's and abseiler's abilities * weight ratio of abseiler to belayer * group size * other users * pitch height * environmental impact * soundness of rock * access and egress * weather conditions |  | internet |
| 1.3.Select anchors that minimise environmental impact according to participant's characteristics and abilities, location of the anchors, and requirements of the abseil. | Environmental impact may include:   * rock dislodgement * compacting of soil * damage to flora, fauna, bird's nests, fossils and bone remains and cave formations * effect on other users of the site Participant may include: * experienced * inexperienced * adults * children. |  |  |
| 1.4.Determine appropriate belay systems and back-up systems, according to the type of anchors selected and organisational policies and procedures. | Belay system may include:   * at the top of a pitch * at the bottom of the pitch * dynamic and static belays * self belays |  |  |
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| 2.Select and set up a belay system. | 2.1.Select a belay system according to the abilities, limitations and needs of the belayer and abseiler. |  |  |  |
|  | 2.2.Identify potential forces generated during a fall and how this may impact on selection of belay system. |  |  |  |
|  | 2.3.Establish a belay system according to contextual issues, relevant legislation and organisational policies and procedures | Relevant legislation may include   * occupational health and safety * permits or permission for access * environmental regulations |  |  |
| 2.4.Demonstrate the rigging of multiple anchors, ensuring equalisation and minimal shock loading, where applicable. |  |  |  |
| 2.5. Set up a belay that maintains safety of belayer and minimises movement of the belayer in the event of a fall. | Safety of belayer may include:   * attachment to anchor or alternate safety system * positioning out of direct line of rock or equipment fall. |  |  |
| 2.6.Establish a belay from which the belayer is able to escape and safely perform a rescue. |  |  |  |
| 2.7.Select a belay device that is suitable for the situation and the belayer's ability, and demonstrate use according to manufacturer's specifications and organisational policies and procedures | Belay devices may include:   * plate devices * auto-locking devices * tubular devices * Prussik cord and suitable friction hitch. |  |  |
| 2.8.Check all equipment for signs of corrosion, abrasion, impact and aging and take measures to correct any deficiency. | Equipment may include   * ropes * tape slings * rope protectors * karabiners * maillon rapids: * belay devices * harnesses * helmets * first aid equipment.: |  |  |
|  | 2.9.Identify potential hazards and procedures to minimise risks to abseiler and belayer. | Hazards may include:   * loose rocks or gear * sharp edges * moving ropes running over stationary ropes, tape or webbing * tripping on rigging.   Risks may include:   * injuries * stings or bites * equipment failure |  |  |
|  | 3.1.Identify safe access to and egress from the site according to relevant organisational policies and procedures. |  |  |  |
| 3.Rig rope pitches |
| 3.2.Determine ascent or descent route according to contextual issues and organisational policies and procedures. |  |  |  |
|  | 3.3.Tie knots suitable for the type of system established and for potential retrieval or rescue situations. | Knots may include:   * end-of-rope knots * mid-rope-knots * rope joining knots * tape knot * friction knots. |  |  |
|  | 3.4.Set up anchors and ropes to facilitate potential rescue. |  |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit code SISOCVE302A | | Unit | Apply single pitch abseiling skills in caves | Nominal hours 20 |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to independently abseil in single pitch situations within a cave environment. It includes belaying skills to belay self and others. It does not cover rigging an abseil. |
| Competency field | Caving |
| Application of the unit | This unit applies to those working as caving guides or instructors either autonomously or as part of a team in familiar and unfamiliar situations within a range of natural cave locations with simple obstacles and vertical single pitches.  This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies. |
| Employability skills | This unit contains employability skills. |
| Prerequisite | SISOCVE201A Demonstrate caving skills |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * applies relevant planning processes for abseiling activities including independently selecting, fitting and checking equipment * arranges a suitable communication system with other participants to monitor safety and progress * negotiates simple obstacles and hazards while abseiling in a cave, and adapts to problems or issues that may arise to ensure safety of self and other participants   evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement. | Assessment must ensure participation in multiple single pitch abseiling and belaying activities in caving environments that reflect local conditions to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * resources and information regarding abseiling and belaying to plan for the activity * a suitable natural cave site with simple obstacles and vertical pitches that allow participants to demonstrate abseiling and belaying skills * other abseiling participants to belay   abseiling, belaying and safety equipment | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:   * oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all abseiling and belaying activities * observation of safe participation and demonstration of abseiling and belaying skills * observation of dealing with contingencies, such as equipment failure or change in weather conditions * third-party reports from a supervisor detailing performance. | Industry has determined that this unit must be assessed with the following units:   * SISOCVE305A Apply caving specific single rope techniques * SISOCVE306A Rig ropes and establish belays in caves.   Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills   * communication skills to inform progress and interact with abseiler and or belayer * problem-solving skills to: * negotiate obstacles and hazards when abseiling * assess application of rope tension when belaying * arrest client falls when belaying * planning and organising skills to: * select, fit and use equipment and resources * perform relevant safety checks * 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 all abseiling and belaying activities * minimal impact abseiling codes to ensure protection of the environment * equipment types, characteristics and technology used for abseiling and belaying in caves, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment * use, care and maintenance of equipment to ensure prolonged life span and safety requirements * abseiling techniques and common communication systems and calls used between abseilers and belayers to reduce risk * belay techniques and devices appropriate for single pitch surfaces in caves * basic weather information to ascertain possible conditions and their affect on the activity * hazards and risks that may be experienced while abseiling and belaying in caving environments * safety and emergency procedures relevant to the location to ensure safety of self and others. |
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Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
| --- | --- | --- | --- | --- |
| 1.Plan for the activity. | 1.1.Identify and plan food and water requirements according to the duration of the activity. | Food and water requirements may include:   * menu planning and preparation * range of foods suitable to the cave environment. |  |  |
| 1.2.Identify and select an appropriate activity site according to contextual issues, relevant legislation and organisational policies and procedures. | Contextual issues may include:   * abseilers abilities * weight ratio of abseiler to belayer * group size * pitch height * soundness of rock * access and egress * weather conditions   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 * use, maintenance and storage of equipment * emergency procedures * communication protocols * minimal impact environmental and caving codes * Australian Speleological Federation Codes and Guidelines |  | internet |
| 1.3 Access relevant sources to interpret detailed weather information that may impact on the activity plan. | * Relevant sources may include: * bureau of meteorology * media * national parks and wildlife centres * police. * Weather information may include: * satellite images * daily and weekly forecasts * maximum and minimum temperatures * weather warnings. |  |  |
| 1.4.Select personal clothing and identify design and or construction features appropriate for the activity. |  |  |  |
| 1.5.Identify associated hazards and procedures to minimise risks to abseiler and belayer. | Hazards may include   * confined or awkward start to pitch * water pools and streams * rock fall * vertical squeezes * falling water * abrasion points * tangled rope * loose clothing and hair * strong cave breezes * elevated carbon dioxide levels * bat guano.   Risks may include:   * hypothermia * injuries and illnesses * exhaustion * dehydration * stings or bites * equipment failure. |  |  |
| 1.6.Establish a suitable communication system to use while abseiling and belaying. |  |  |  |
| 2.Select, fit and use abseiling equipment. | 2.1.Select and fit personal equipment according to organisational policies and procedures and manufacturer's recommendations. | Personal equipment may include:   * helmets * protective clothing * karabiners * maillons * harnesses * gloves * footwear * caving lights * descending devices. |  |  |
|  | 2.2.Select and attach descending device to the rope according to the situation. | Device may include:   * auto locking devices * circular devices * plate devices * tubular devices * improvised devices * in line devices |  |  |
|  | 2.3.Tie knots suitable to the belay system that is being used. | Knots may include:   * end-of-rope knots * midline knots * stopper knots * friction hitches.   Belay system may include:   * top belay * bottom belay * self belay. |  |  |
|  | 2.4.Perform safety checks | * Safety checks may include: * A - anchors - secure and suitable to application * B - buckles - locked as per manufacturers recommendations * C- connector - locked, secured and orientated * D - devices - threaded correctly and secured * E- everything else including end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured. * F- friend - cross check. |  |  |
| 3.Demonstrate abseiling technique. | 3.1.Apply correct posture and technique while abseiling, using single and double rope. |  |  |  |
| 3.2.Maintain communication with belayer throughout the descent. |  |  |  |
| 3.3.Negotiate simple obstacles and avoid or remove hazards to descend in a controlled and safe manner. | Simple obstacles may include   * ledges * falling water * overhangs * squeezes * traverses.: |  |  |
| 3.4.Implement safety procedures at top and bottom of descent site. |  |  |  |
| 3.5.Apply techniques that minimise damage to the environment while abseiling. |  |  |  |
| 4.Demonstrate belaying technique. | 4.1.Determine the belay device and technique for the situation and perform all safety checks according to organisational policies and procedures. |  |  |  |
|  | 4.2.Follow procedures to ensure belayer safety in the event of an abseiler fall or rock fall. |  |  |  |
|  | 4.3.Confirm attachment of belayer to anchor to minimise movement during a fall. |  |  |  |
|  | 4.4.Demonstrate a safe and efficient escape from belay system, in a rescue situation, while ensuring abseiler safety. |  |  |  |
|  | 4.5.Maintain rope tension to ensure free flow and minimise fall distance while not restricting abseiler movement. |  |  |  |
|  | 4.6.Monitor abseiler progress constantly and respond appropriately to abseiler calls. |  |  |  |
|  | 4.7.Arrest falls promptly using technique suitable to the belaying device and situation. |  |  |  |
|  | 4.8.Demonstrate attachment to alternate belay or safety system when self-belaying to maintain safety in the event of a fall. |  |  |  |
| 5.Apply caving techniques | 5.1.Arrange personal laddering equipment safely, using knots suitable to the belay system |  |  |  |
| 5.2.Demonstrate posture and technique for descending and ascending ladder |  |  |  |
| 5.3.Negotiate cave hazards and obstacles according to caving techniques that minimise environmental damage |  |  |  |
| 5.4.Apply appropriate methods for resting on a ladder pitch |  |  |  |
| 5.5 Use communication and strategies to implement safety systems. |  |  |  |
| 6.Evaluate activity. | 6.1.Evaluate relevant aspects of the abseiling activity. | Relevant aspects may include   * planning process * communication calls between abseilers and belayers * abseiling and belaying skills. |  |  |
|  | 6.2.Identify improvements for future abseiling experiences in a cave. |  |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit code SISOCVE305A | | Unit | Apply caving specific single rope techniques- ascending | Nominal hours 20 |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to use specific single rope techniques in caving activities. Other related competencies, such as rigging ropes for single rope techniques, are defined in other units. |
| Competency field | Caving |
| Application of the unit | This unit applies to those working as caving guides or instructors either autonomously or as part of a team in familiar and unfamiliar situations within a range of natural cave locations with simple obstacles and vertical single pitches.  This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies. |
| Employability skills | This unit contains employability skills. |
| Prerequisites | nil |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * selects, fits and checks equipment before participating in the activity * applies knowledge of single rope techniques and safety practices to use a range of ascending and descending devices and single rope technique rigs * uses single rope techniques to deal with a range of rescue situations, obstacles and rigging problems in routine and non-routine caving situations to ensure safety of self and other participants * evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement. | Assessment must ensure participation in ascending, descending and unassisted rescue activities in caving environments that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * a suitable natural cave site with simple obstacles and vertical pitches for ascending and descending on belay * ascending, descending and belaying equipment, protective clothing, and safety, rescue and first aid equipment. | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:   * observation of selecting and checking equipment prior to use * oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all single rope activities * observation of safe participation and demonstration of ascending, descending and rescuing on a single rope * observation of negotiating obstacles and rigging problems * 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:  SISOCVE302A Apply single pitch abseiling skills in caves |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills | Required knowledge |
| * problem-solving skills to: * negotiate obstacles and hazards * identify and solve rigging problems * apply single rope techniques and unassisted rescues * planning and organising skills to: * select, fit and use equipment * perform safety checks * identify where efficient changeovers may be performed * first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care. | * legislation and organisational policies and procedures to enable safe conduct of all activities * equipment types, characteristics and technology used for caving specific single rope techniques, the advantages and disadvantages of the range of equipment, and factors affecting selection, use, care and maintenance of equipment * single rope techniques and procedures used in caves to safely ascend and descend a single vertical pitch * obstacles and rigging problems that may be encountered while applying single rope techniques in a cave, and methods of negotiating these * unassisted rescue techniques to remove self or another party member from the pitch * safety and emergency procedures relevant to the location to ensure safety of self and others. |

Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
| --- | --- | --- | --- | --- |
| 1.Select and fit equipment. | 1.1.Select equipment and check working order according to organisational policies and procedures and contextual issues. | Equipment may include:   * Prussik cords * foot loops * tape * mechanical ascenders * descending devices * karabiners * maillon rapids * rope * belay devices * helmets * harnesses * gloves * protective clothing * safety, rescue and first aid equipment.   Organisational policies and procedures may include:   * occupational health and safety * use, maintenance and storage of equipment * communication protocols * minimal impact environmental and caving codes * Australian Speleological Federation Codes and Guidelines |  |  |
| 1.2.Fit and adjust equipment to ensure comfort and safety. |  |  | internet |
| 2.Ascend and descend a pitch using single rope techniques. | 2.1.Establish personal safety systems according to organisational policies and procedures. | Personal safety may include:   * belays * self belays. |  |  |
|  | 2.2.Ascend a fixed rope in a safe and time efficient manner. |  |  |  |
|  | 2.3.Demonstrate tuning of a single rope technique rig. | Tuning may include:   * changing cord length * changing types of ascenders and descenders * changing the type of prusiking action used.   Rig may include:   * cows tails * harnesses * safety cords * prussiks * mechanical ascenders * descenders * foot loops * chest harness. |  |  |
| 2.4.Identify options for where changeovers can be performed safely and efficiently. |  |  |  |
| 2.5.Assess the situation and identify suitable obstacle avoidance or extrication procedures. | Procedures may include   * bypassing obstacles * raising body weight   changeovers to another system   * while suspended on a rope.: |  |  |
| 2.6.Negotiate simple obstacles using single rope techniques and procedures while maintaining personal safety and minimal environmental impact. | Obstacles may include:   * knots * rope pads and protectors * traverses * other cavers on pitch. |  |  |
| 2.7.Demonstrate use of ascending and descending equipment using both a re-direction and a re-belay. |  |  |  |
| 3.Apply unassisted rescue techniques. | 3.1.Identify potential rescue situations and scenarios. | Rescue situations may include:   * inverting * jamming * gear failure * exhausted and or injured caver | Discussion and practical |  |
|  | 3.2.Apply techniques to safely rescue self or another party member from the pitch. |  | Demonstration and practice |  |
| 4.Evaluate activity. | 4.1.Evaluate relevant aspects of the activity. | Relevant aspects may include:   * selection of equipment * single rope techniques to ascend and descend * changeovers * negotiation of obstacles and rigging problems * unassisted rescues. |  |  |
|  | 4.2.Identify improvements for future caving activities requiring the use of single rope techniques. |  |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit codeSISOVTR301A | | Unit title | Perform vertical rescues | Nominal hours: 20 |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to use single rope techniques and mechanical advantage systems to perform self-rescues and the rescues of others in uncomplicated single pitch vertical contexts. It does not include the selection or assessment of the anchor. |
| Competency field | Caving |
| Application of the unit | This unit applies to those working as outdoor guides in a range of controlled activity-specific contexts in the fields of roping.  This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies. |
| Employability skills | This unit contains employability skills. |
| Prerequisites | Nil |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * selects rescue equipment according to rescue circumstances and rigs ropes to allow for safe ascents and descents * ascends and descends ropes in a safe and efficient manner and identifies and negotiates hazards, obstacles and risks to self and others * performs self-rescue in routine activity-specific situations while maintaining personal safety * uses mechanical advantage systems to raise and lower a conscious person and or equipment in a controlled manner with assistance from others where required, according to contextual issues. | Assessment must ensure participation in multiple vertical rescue activities in single pitch contexts to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * a suitable single pitch, above or below ground, in activity specific contexts such as abseiling, canyoning, caving and or climbing * personnel for team based rescues * rescue, safety, roping and activity-specific equipment according to rescue circumstances. | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:   * observation of selecting equipment and rigging ropes for safe ascents and descents * oral or written questioning to assess knowledge of single pitch vertical rescue procedures and potential hazards, obstacles and risks * observation of performing safe and efficient self rescues and rescues of others using mechanical advantage systems * 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:   * Activity-specific units from the Fields of roping such as abseiling, canyoning, caving, climbing. |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills   * problem-solving skills to: * determine the most appropriate rescue method to use according to the situation * anticipate and mitigate hazards, obstacles and risks * establish rescue ropes that allow for efficient ascent and descent * communication skills to: * inform progress * interact with other personnel and rescuee throughout the rescue process * teamwork skills to support other personnel in the rescue operation, including lowering and raising procedures to recover a conscious person in a single pitch situation * methods of ascending and descending a fixed rope and the ability to change over * planning and organising skills to select relevant equipment and resources * first aid and emergency response skills appropriate to the location to enable initial response to emergencies | Required knowledge   * legislation and organisational policies and procedures to enable safe conduct of vertical rescue activities * hazards, obstacles and risks associated with vertical rescues to minimise risk to those involved * rigging of rescue ropes to minimise the effects of rope stretch and significant rub points and to allow for efficient ascents and descents * equipment and resource types, characteristics and technology to enable appropriate selection and use of equipment * principles and techniques for using belay systems and devices, anchors, knots and ropes * principles of mechanical advantage systems and contexts in which they are used * methods of removing rescuee or equipment from vertical single pitch, including lowering and raising procedures * safety systems and emergency procedures relevant to the location and situation to ensure safety of self and other personnel. |
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Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
| --- | --- | --- | --- | --- |
| 1.Prepare for vertical rescue. | 1.1.Select equipment and resources to ascend and descend a rope pitch. | Equipment may include:   * Prusik cords * foot loops * tape * mechanical ascenders * descending devices * karabiners * maillon rapids * belay devices * rope * helmet * harness * rescue pulleys * knife * slings * first aid equipment * personal protective equipment. |  |  |
| 1.2.Rig a rope to minimise the effects of rope stretch and significant rub points and to allow for efficient ascent and descent. | Rig may include:   * natural anchors * fixed anchors   Effects of rope stretch may include:.   * abrasions * rope bounce * undue stress on the anchor system.   Significant rub points may include:   * at the pitch head * large protrusions * change in slope of the pitch * change in the direction of the pitch. |  | internet |
| 1.3.Establish personal safety systems and use equipment in a safe manner according to the nature of the rescue, manufacturer's specifications, relevant legislation and organisational policies and procedures. | * Personal safety systems may include: * Belays * self belays.   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 * use, maintenance and storage of equipment * communication protocols * access to medical personnel * removal of casualties * minimal impact codes * code of ethics. |  |  |
| 1.4.Identify immediate hazards and assess risks to self and others. | Hazards may include:   * temperature extremes * slippery or unstable terrain * dangerous animals and insects * stinging trees and nettles * dense vegetation * group management hazards. Risks may include: * hypothermia * heat exhaustion * injuries * exhaustion * lost part or party member * equipment failure. |  |  |
| 2.Ascend and descend rope pitch. | 2.1.Ascend a fixed rope in a time efficient manner, demonstrating the ability to tune the single rope technique rig according to rescue requirements and organisational policies and procedures. | Tune may include:   * change cord length * change types of ascenders and descenders * change type of prusiking action used.   Single rope technique rig may include:   * cows tails * harnesses * safety cords * ascenders * descenders * foot loops. |  |  |
|  | 2.2.Descend a fixed rope, using appropriate technique according to the situation requirements. |  |  |  |
|  | 2.3.Maintain personal safety while performing changeovers from ascending to descending and descending to ascending. |  |  |  |
| 3.Perform self rescues. | 3.1.Assess the situation and identify suitable obstacle avoidance or extrication procedures according to organisational policies and procedures. | Obstacle avoidance or extrication procedures may include:   * by-passing obstacle * raising body weight * changeovers to another system while suspended on a rope. |  |  |
| 3.2.Carry out self rescue and negotiate simple obstacles while maintaining personal safety according to organisational policies and procedures. | Simple obstacles may include:   * knots * rope pads and protectors * traverses * other pitch users. |  |  |
| 4.Use mechanical advantage systems. | 4.1.Identify contexts requiring the use of mechanical advantage systems. | Contextual issues may include:   * weather conditions, including times * season * transport * trip distance and duration * group activities * group size. * Mechanical advantage systems may include: * simple pulley systems with one moving pulley * compound pulley systems with more than one moving pulley * assisted or unassisted hoist by the participant. |  |  |
|  | 4.2.Determine the type of system required according to contextual issues. |  |  |  |
|  | 4.3.Establish operational systems to raise and lower a person or equipment, ensuring the safety of operators, rescuee and others. |  |  |  |
|  | 4.4.Use system equipment according to manufacturer's recommendations and organisational policies and procedures, to ensure that design limits are not exceeded. |  |  |  |
| 5.Undertake vertical rescues. | 5.1.Identify an appropriate rescue method with relevant techniques to assist abseiler according to rescue circumstances. |  |  |  |
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| 5.2.Demonstrate an escape from a belay. |  |  |  |
|  | 5.3.Establish rescue system efficiently and inform other group members of their roles. |  |  |  |
|  | 5.4.Construct and use an improvised harness in a rescue situation. | * Harness may include: * sit * chest. |  |  |
|  | 5.5.Operate a rescue system, demonstrating lowering and raising procedures to recover a conscious person in a single pitch situation, with assistance. |  |  |  |
| 6.Conclude rescue operations. | 6.1.Check and store equipment according to organisational policies and procedures and manufacturer's guidelines. |  |  |  |
|  | 6.2.Evaluate rescue activity and identify improvements for future vertical rescues. |  |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit codeSISOCVE415A | | Unit title | Perform cave rescues | Nominal hours: 25 |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to undertake rescues in caves and pits, as an individual or as part of a multi-disciplinary team. |
| Competency field | Caving |
| Application of the unit | This unit applies to those working as caving adventure guides, instructors or program managers. This may include those required to perform cave rescues individually or as part of a team.  This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies. |
| Employability skills | This unit contains employability skills. |
| Prerequisite | SISOVTR402A Perform complex vertical rescues |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unitEvidence of the following is essential:   * analyses operation and task information and selects rescue and personal safety equipment according to the requirements of the cave rescue operation * assesses the incident scene to determine potential hazards and risks, and the condition and location of the casualty, to determine the most effective and efficient rescue method for the situation * monitors atmosphere quality in the cave and implements appropriate ventilation procedures and respiratory protection where required * communicates with other personnel and casualty throughout the rescue process and treats and removes casualties, according to level of responsibility * reflects on and evaluates rescue performance and completes operational documentation | Context of and specific resources for assessmentAssessment must ensure conduct of rescues in caves that are of sufficient breadth and duration to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * caves with a variety of rescue scenarios, potential hazards and risks, and a casualty to be rescued * personnel for team based rescues   caving, safety and rescue 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 assessing incident site for hazards and risks prior to performing rescue * oral or written questioning to assess knowledge of equipment types and characteristics and organisational policies and procedures and relevant legislation to enable safe conduct of rescue activities * observation of identifying and assessing the location and condition of casualty prior to rescue * observation of performing safe and efficient rescue, including the treatment and removal of casualties according to situation and in consultation with other personnel * 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:   * SISOCVE409A Rig ladders in complex situations |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills  problem-solving skills to:   * determine the most appropriate rescue method to use according to the incident scene * anticipate and mitigate hazards and risks * determine location and condition of casualty inside cave * communication skills to inform progress and interact with other personnel and casualty throughout the rescue process * teamwork skills to support other personnel in the rescue operation, including removing casualties from a cave using lifting, lowering and or hauling systems * planning and organising skills to: * select relevant equipment * asses the rescue scene before deploying resources * conduct atmospheric monitoring procedures * apply ventilation procedures and respiratory protection in irrespirable atmospheres * self management skills to recognise and report signs of operational stress * first aid and emergency response skills appropriate to the location to enable initial response to emergencies and treatment of casualties in consultation with medical personnel. | Required knowledge   |  | | --- | | * legislation and organisational policies and procedures to enable safe conduct of all processes conducted during cave rescues * cave navigation and search techniques to promptly locate the casualty * hazards and risks associated with particular cave rescues to minimise risk to those involved * technical ascending and descending ability to ensure safe and efficient rescue * personal protective and rescue equipment types, characteristics and technology to enable appropriate selection and use of equipment * principles and techniques for using and selecting belay systems and devices, anchors, knots and ropes * methods of removing casualties from caves, including lifting, lowering, hauling and principles of mechanical advantage * ventilation procedures and respiratory protection in irrespirable atmospheres to ensure sufficient oxygen to breathe * rescue and emergency procedures relevant to the location and situation to ensure safety of self and other personnel. |  |  | | --- | |  | |

Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
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| 1.Prepare for cave rescue operation. | 1.1.Obtain and analyse operation and task information. |  |  |  |
| 1.2.Select rescue equipment based on incident information and check to ensure it is ready for use. | Rescue equipment may include   * ropes and tapes * tripods and edge management * harnesses * litters and stretchers * drag mats * hauling systems * communication systems * atmospheric monitoring equipment * compass, cave maps and surveys. |  |  |
| 1.3. Select and fit personal protective equipment according to the nature of the cave rescue operation and organisational policies and procedures. | Personal protective equipment may include   * gloves * helmets * safety glasses * atmospheric monitoring equipment * self-contained breathing apparatus * air supply lines. |  |  |
| 2.Assess and manage cave rescue. | 2.1.Assess physical features of cave rescue scene before deploying rescue resources according to relevant legislation and organisational policies and procedures. | Organisational policies and procedures may include   * occupational health and safety * use, maintenance and storage of equipment * risk management * communication protocols * removal of casualties * ventilation procedures * minimal impact environmental and caving codes * Australian Speleological Federation Codes and Guidelines   Relevant legislation may include   * occupational health and safety * Australian Standards for safe working in a confined space * permits or permission for access * environmental regulations |  |  |
|  | 2.2.Assess, minimise and control immediate hazards and risks to self and others. | Hazards may include:   * oxygen enrichment * oxygen deficiency * atmospheric contaminants * swift water * unstable surfaces * falls from heights or into depths * Risks may include * heat exhaustion or hypothermia * oxygen deficiency * injuries and illnesses. |  |  |
|  | 2.3.Manage rescue to control access and maintain a safe and effective operational environment according to relevant legislation and organisational policies and procedures. |  |  |  |
|  | 2.4.Establish and maintain communication with other personnel on site. | Personnel may include   * agency support * on-site staff * emergency services workers * government authorities |  |  |
|  | 2.5.Select and co-ordinate a rescue method suitable to the situation. |  |  |  |
| 3.Determine location and condition of casualties | 3.1.Assess incident scene and use appropriate equipment to determine possible location of casualties. |  |  |  |
| 3.2.Collect and report evidence of location within cave. | Evidence may include   * entry permit * permit to work * information received from bystanders * witnesses and emergency services personnel |  |  |
| 3.3.Ascertain the condition of casualties and or nature of entrapment, where possible. |  |  |  |
| 4.Undertake cave rescue. | 4.1.Obtain entry permission and obtain additional relevant information before entering cave according to relevant legislation and organisational policies and procedures. |  |  |  |
|  | 4.2.Monitor atmosphere according to relevant organisational policies and procedures. |  |  |  |
|  | 4.3 Implement appropriate ventilation procedures and use respiratory protection in irrespirable atmospheres, where required according to organisational policies and procedures. |  |  |  |
|  | 4.4.Employ appropriate techniques and equipment to access the casualty. |  |  |  |
|  | 4.5.Negotiate obstacles and hazards and maintain communication with other personnel and casualty throughout the rescue process. |  |  |  |
|  | 4.6.Treat located casualties in consultation with medical personnel, according to organisational policies and procedures. |  |  |  |
|  | 4.7.Remove casualties safely according to organisational policies and procedures. | Remove casualties may include   * lifting * lowering * hauling * mechanical advantage systems. |  |  |
|  | 4.8.Take appropriate actions to preserve the incident scene, where possible. | Preserve the incident scene may include:   * preservation of evidence and related legal requirements. * Documentation, including photographs, of the scene |  |  |
| 5.Conclude rescue operations. | 5.1.Recover, clean and service equipment according to organisational policies and procedures and manufacturer's guidelines |  |  |  |
|  |
| 5.2.Report signs and symptoms of operational stress, where required. |  |  |  |
|  | 5.3.Evaluate rescue activity and identify improvements for future rescue experiences in a cave. |  |  |  |
|  | 5.4.Complete operational documentation according to organisational policies and procedures. | Operational documentation may include:   * entry permits * tally boards * entry control procedures * air monitoring procedures * equipment and rope logs * exposure records. |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit codeSISOCVE307A | | Unit title | Guide vertical single pitch caving trips | Nominal hours:50 |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to guide participants on vertical single pitch caving trips. This unit focuses on the application of planning skills to make suitable arrangements to safely guide groups on caving trips in caves with single pitch descents. | |
| Competency field | Caving | |
| Application of the unit | This unit applies to caving guides who are responsible for planning, implementing and evaluating vertical single pitch caving trips in controlled environments for groups of participants.  This unit also applies to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies. | |
| Employability skills | This unit contains employability skills. | |
| **Pre-Requisites** | SISOCVE302A Apply single pitch abseiling skills in caves  SISOCVE303A Rig a ladder pitch  SISOCVE304A Apply laddering skills | SISOCVE306A Rig ropes and establish belays in caves  SISOVTR301A Perform vertical rescue  SISOCVE305A Apply caving specific single rope techniques |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * plans within activity constraints and guides and monitors group in a safe and professional manner * applies contingency management techniques to deal with a range of problems or variable factors that may arise during vertical single pitch caving trips * encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement. | Assessment must ensure the safe guiding of groups on vertical single pitch caving trips of sufficient breadth and duration to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * suitable vertical single pitch caving sites to guide participants * participants to take part in caving trips * caving, abseiling, belaying, safety, first aid, rescue, navigation and communication equipment * resources and information regarding participants and cave site. | 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 guiding processes and interacting with 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 caving activities throughout trip * observation of dealing with contingencies such as changing weather conditions and equipment failure * review of caving trip 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, for example:  SISXCAI306A Facilitate a group. |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills | Required knowledge |
| * communication skills to: * consult with participants to plan a vertical single pitch caving trip that meet their needs * convey information about the safety, minimal impact and logistical aspects of the trip * interact with participants to create a safe and positive environment * problem-solving skills to: * plan a vertical caving trip according to participant's needs and abilities * determine most appropriate belay system for the situation * make decisions about potential hazards that may affect trip * modify aspects of trip according to all variable factors and non-routine situations * planning and organising skills to: * source, allocate and coordinate equipment and a suitable cave site * organise participants into manageable groups for vertical caving * language and literacy skills to: * produce a plan for the caving trip * complete post trip participant and self evaluations * first aid, rescue and emergency response skills appropriate to the cave to enable initial response and or rescue in emergencies. | * legislation and organisational policies and procedures to enable safe conduct of all activities * site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the cave * equipment, clothing and footwear types, characteristics and technology used for vertical single pitch caving, and factors affecting appropriate selection, use and maintenance * hazards and risks that may be experienced in vertical single pitch caves and how to negotiate these * vertical caving techniques and common communication systems used when caving, to reduce risk * vertical single pitch caving environments, including features, hazards, risks and possible conditions to adequately prepare group * principles of anchor systems, including equally shared load, single component failure and effect, redundancy, and angle of separation * principles and types of belay systems and devices, including top and bottom belays, and self belays * advantages and disadvantages of various knots in a variety of situations * weather information to ascertain possible conditions and their effect on the trip * food and hydration considerations to maintain health and energy during the caving trip * first aid, emergency and rescue procedures relevant to the cave to ensure safety of self and others. |

Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
| --- | --- | --- | --- | --- |
| 1.Plan vertical single pitch caving trip | 1.1.Conduct relevant assessments to determine the condition and experience of participants. | Condition and experience of participants may include:   * previous experience * physical capabilities * age * injuries and illnesses. |  |  |
| 1.2.Develop a trip plan according to participant's needs, relevant legislation and organisational policies and procedures. | Plan may include:   * aims and objectives * date, time and duration * location, equipment and resources * guide and participant ratios * safety, minimal impact and emergency requirements * location and route maps. Relevant legislation may include: * occupational health and safety * cave access and permit requirements * working with children * equal opportunity * privacy * environmental regulations. Organisational policies and procedures may include * occupational health and safety * use and maintenance of equipment * communication protocols * time and budget constraints * confidentiality of participant information * Australian Speleological Federation Codes and Guidelines: |  | internet |
| 1.3.Select an appropriate cave for the trip according to participant's abilities, trip objectives and organisational policies and procedures. | Trip objectives may include   * exploration * surveying * interpretation * scientific study * meeting people * team building * fitness targets   adventure and recreation. |  |  |
| 1.4.Determine most appropriate belay system according to participant's abilities and conditions at the site. | Belay system may include   * top belay * self belay * bottom belay * bottom brake. |  |  |
| 1.5.Identify hazards associated with vertical caving and minimise risks to ensure personal safety of participants. | Hazards may include:   * environmental hazards * set-up hazards * group management hazards * caver hazards * dangerous fauna and flora   Risks may include.   * hypothermia * injuries and illnesses * exhaustion * dehydration * phobias * stings or bites * equipment failure. |  |  |
| 1.6.Access relevant sources to interpret detailed weather information to determine trip plan. | Relevant sources may include   * bureau of meteorology * media * national parks and wildlife centres * police.   Weather information may include:   * satellite images * daily and weekly forecasts * maximum and minimum temperatures * weather warnings |  |  |
| 1.7.Determine food and water requirements according to contextual issues of the trip. | Food and water requirements may include:   * menu planning and preparation, using foods suitable for the cave environment * range of foods.   Contextual issues may include: season and weather   * cave features * participant characteristics * number of staff * length and depth of cave * safety requirements. |  |  |
|  | 1.8. Obtain permits or permission for access where required, and inform appropriate authorities before commencing the caving trip. |  | Examine NSW NPWS cave access policy |  |
| 2.Select equipment for the group. | 2.1.Select caving equipment according to contextual issues and organisational policies and procedures, and check serviceability. | Equipment may include:   * caving equipment * safety equipment * rescue equipment * artificial protection * navigation equipment * communication equipment |  |  |
| 2.2.Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. |  |  |  |
| 2.3.Check safety and rescue equipment for suitability to the cave. |  |  |  |
| 3.Brief participants. | 3.1.Communicate instructions and relevant information about the vertical caving trip in a manner suitable to the participants. | Relevant information may include:   * safety procedures * logistical details * risk and hazard prevention and management * caving techniques * minimal impact procedures * abseiling and belaying techniques * responsible and safe behaviour. |  |  |
|  | 3.2.Outline logistical details, minimal impact procedures and safety procedures for the trip. | Safety procedures may include   * personal safety checks * safe areas and or boundaries * contingency and risk management plan. |  |  |
|  | 3.3.Establish a suitable communication system for participants to use throughout caving trip. |  |  |  |
|  | 3.4.Demonstrate correct abseiling and or laddering, belaying and back-up belaying techniques. |  |  |  |
| 3.5.Check and confirm participants are properly equipped for the trip. |  |  |  |
| 4.Lead vertical single pitch caving trip. | 4.1.Evaluate caving conditions and provide direction and advice to group during the trip |  |  |  |
|  | 4.2.Establish anchors, abseil ropes or caving ladders, and or belay ropes if applicable, ensuring ropes or ladders are positioned correctly for the proposed descent or ascent |  |  |  |
|  | 4.3.Demonstrate vertical single pitch caving techniques, where required, to negotiate features of cave |  |  |  |
|  | 4.4.Monitor individual and group progress, including abseiling or laddering, belaying and or back-up belaying techniques, and provide feedback throughout. |  |  |  |
|  | 4.5.Identify potential hazards and decide how they can be overcome or avoided. |  |  |  |
|  | 4.6.Implement modifications to trip in regard to all variable factors that are monitored. | * Variable factors may include * change of weather * equipment failure * cave conditions. |  |  |
| 5.Complete post-trip responsibilities | 5.1.Notify relevant authorities of trip completion. |  |  |  |
| 5.2.Retrieve, inspect, repair and store equipment according to organisational policies and procedures. |  |  |  |
| 5.3.Evaluate relevant aspects of caving trip. | Relevant aspects may include   * use of equipment * caving, abseiling and belaying skills * activity organisation and conduct * communication and feedback * demonstration of caving, abseiling and belaying techniques * safety practices. |  |  |
| 5.4.Identify potential areas of improvement for future vertical caving trips. |  |  |  |
|  | 5.5 Review own performance and identify potential improvements. |  |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit codeSISOCVE417A | | Unit title | Instruct vertical single pitch caving skills | Nominal hours |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to instruct vertical single pitch caving activities. This unit focuses on planning, instructing and evaluating an instructional caving session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a caving activity in a cave with single pitch sections. | |
| Competency field | Caving | |
| Application of the unit | This unit applies to caving instructors who are responsible for planning, implementing and evaluating vertical single pitch instructional sessions for groups of participants.  This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies. | |
| Employability skills | This unit contains employability skills. | |
| **Pre requisites** | SISOCVE302A Apply single pitch abseiling skills in caves  SISOCVE303A Rig a ladder pitch  SISOCVE304A Apply laddering skills | SISOCVE306A Rig ropes and establish belays in caves  SISOVTR301A Perform vertical rescues  SISOCVE305A Apply caving specific single rope techniques |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * plans and delivers information, explanations and demonstrations for caving sessions to ensure activities are conducted safely according to participant's needs and characteristics * uses and modifies instructional techniques and or activities to observe and monitor the progress of participants and provides constructive feedback and intervention to improve caving performance * evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement. | Assessment must ensure instruction of caving activities that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * suitable vertical single pitch caving sites for the conduct of instructional sessions * a group of participants to take part in caving sessions * caving, abseiling, belaying, navigation, communication, safety, first aid and teaching equipment * resources and information regarding participants and location to plan, instruct and document caving sessions for a variety of participants. | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are oral or written questioning to assess application of relevant legislation and organisational policies and procedures to enable safe conduct of all caving activities   * observation of safe caving instruction, monitoring and adjustment according to participant's needs and characteristics * portfolio of caving 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. |

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| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills | Required knowledge |
| * communication skills to: * consult with participants to plan appropriate caving session * convey information about the safety aspects of the session * interact with participants to create a safe and positive environment * problem-solving skills to: * plan caving session according to participant's needs and characteristics * address participant difficulties in developing techniques * anticipate and respond appropriately to non-routine situations * planning and organising skills to: * source, allocate and coordinate resources, equipment and a suitable caving site * monitor and evaluate progress * organise participants into manageable groups for caving * language and literacy skills to: * produce caving and instructional plans for the session * complete post session participant and self evaluations * emergency response skills appropriate to the cave to enable initial response and or rescue in emergencies while instructing caving | * legislation and organisational policies and procedures to enable safe and non-discriminatory conduct of caving session * information about local cave site to assist in the planning process and enable management of potential caving hazards, and any special restrictions applying to the cave * equipment types, characteristics and technology used for caving, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection * instruction techniques and theories applicable to a range of ages and learning abilities * caving techniques and common communication methods used between participants to reduce risk during activities * weather information to ascertain possible conditions and their affect on the session * hazards that may be experienced in a vertical single pitch caving environment * emergency procedures, potential hazards and obstacles relevant to the cave site to ensure safety of self and others. |

Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
| --- | --- | --- | --- | --- |
| 1.Plan a caving session. | 1.1.Establish participant's needs and characteristics. | Characteristics may include   * age * cultural and situational factors * previous experience and knowledge * physical development and fitness. |  |  |
| 1.2.Assess participant's current caving knowledge in order to determine the session's aims and objectives. | Session's aims and objectives may include:   * enhancing caving skills * self improvement * adventure and recreation. |  | internet |
| 1.3.Determine an appropriate instructional plan according to participant's needs and characteristics. | Instructional plan may include   * caving activities * teaching methods * duration of activities. |  |  |
| 1.4.Develop a caving plan according to participant's needs and characteristics, relevant legislation and organisational policies and procedures. | Caving plan may include   * aims and objectives * date, time and duration * cave site, equipment and resources * safety and minimal impact requirements * location and route maps   Relevant legislation may include   * occupational health and safety * cave access and permit requirements * working with children * equal opportunity * privacy * environmental regulations. Organisational policies and procedures may include: * occupational health and safety * use and maintenance of equipment * assessment procedures * time and budget constraints * communication protocols * confidentiality of participant information * working with children * Australian Speleological Federation Codes and Guidelines: |  |  |
| 1.5.Select a suitable cave site for the session according to participant's needs, session's aims, relevant legislation and organisational policies and procedures. |  |  |  |
| 1.6.Identify potential hazards associated with vertical single pitch caving and minimise risks according to organisational policies and procedures. | * Hazards may include * Environmental hazards; including rock piles, streams, pools and sumps, false floors, sticky or slippery mud, cave fauna, traverses, pitches, foul air * group management issues * misuse of equipment   Risks may include   * hypothermia * injuries and illnesses * flooding * exhaustion * dehydration * phobias * stings or bites * equipment failure |  |  |
| 1.7.Access relevant sources to interpret detailed weather information and determine contingency plans. | Relevant sources may include   * bureau of meteorology * media * national parks and wildlife centres * police.   Weather information may include:   * satellite images * daily and weekly forecasts * maximum and minimum temperatures * weather warnings.   Contingency plans may include:   * change in weather and or conditions * equipment failure. |  |  |
| 2.Select and organise equipment and resources. | 2.1.Select and access equipment and resources according to contextual issues and organisational policies and procedures, and check serviceability. | Equipment may include   * caving equipment * safety and rescue equipment * navigation equipment * communication equipment. Resources may include: * clothing and footwear * food and water * teaching aids.   Contextual issues may include:   * time of day * season and weather * cave features * participant characteristics * number of staff * length, depth and complexity of cave * safety requirements. |  |  |
|  | 2.2.Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. |  |  |  |
|  | 2.3.Check contents of first aid and repair kits to ensure suitability to the location and activity. |  |  |  |
| 2.4.Arrange, where required, protective and or safety clothing for each participant |  |  |  |
| 3.Brief participants. | 3.1.Communicate instructions and relevant information about the caving session in a manner appropriate to the participants. | Relevant information may include:   * risk and hazard prevention and management * caving, abseiling and belaying techniques * safety and minimal impact procedures * responsible and safe behaviour. |  |  |
| 3.2.Encourage participants to seek clarification, information and feedback as required during the session. |  |  |  |
| 3.3.Establish a suitable communication system for participants to use while participating in caving activities. |  |  |  |
| 3.4.Inform participants of known and anticipated hazards, safety and rescue procedures and appropriate behaviour. | Safety and rescue procedures may include:   * assessing and outlining symptoms, treatment and prevention of common caving risks * determining safe areas and boundaries * managing group in emergency situations. |  |  |
|  | 3.5.Check and confirm that all participant equipment is fitted and adjusted and clothing and footwear is suitable |  |  |  |
| 4.Instruct a caving session | 4.1.Conduct introductory activities for participants to reduce the risk of injury. |  |  |  |
|  | 4.2.Apply instructional techniques to impart required caving knowledge, caving skills, and safety and rescue procedures. | Instructional techniques may include:   * simple to complex * part to whole * chronological * known to unknown * D.E.D.I.C.T: * demonstrate * explain * demonstrate * instruct * critique * test * E.D.I.C.T: * explain * demonstrate * instruct * critique * test * I.D.E.A: * introduce * demonstrate * explain * apply * orientate, enhance, synthesise   Required caving knowledge may include:   * caving techniques, including squeezing, traversing, free climbing, cave navigation, abseiling and belaying * cave features, environments and conditions * minimal impact practices * risk and hazard management * communication systems used in caving. |  |  |
|  | 4.3.Monitor individual participant's performance during caving session and adjust or refine individual and or group technique as required. |  |  |  |
|  | 4.4.Monitor and assess instructional activities and associated risks, and modify where required according to organisational policies and procedures. |  |  |  |
|  | 4.5.Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. |  |  |  |
|  | 4.6.Inform participants of opportunities to further develop their caving skills and knowledge. |  |  |  |
| 5.Complete post session responsibilities. | 5.1.Retrieve, inspect, repair and store equipment according to organisational policies and procedures |  |  |  |
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| 5.2.Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. |  |  |  |
|  | 5.3.Apply feedback from Assessor or assessment to evaluate relevant aspects of the caving session and determine the level of learning achieved | Relevant aspects may include   * the effectiveness of the instructional session * feedback |  |  |
| 5.4.Identify potential areas of improvement for future caving instructional sessions. |  |  |  |

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| Development Package | **SIS10 Sport, Fitness and Recreation** | | | |
| Unit codeSISOCVE413A | | Unit title | Navigate in untrogged caves | Nominal hours |

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to navigate in complex caves, caves with infrequently travelled routes, and or unmapped routes |
| Competency field | Caving |
| Application of the unit | This unit applies to those working as caving adventure guides, instructors or program managers. This may include those required to navigate in untrogged and complex caves, with infrequently travelled and or unmapped routes.  This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies |
| Employability skills | This unit contains employability skills. |
| Prerequisites | Nil |

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| 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 Development Package. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Context of and specific resources for assessment | Method of assessment | Gather information for assessment |
| Evidence of the following is essential:   * selects appropriate map, where available and uses it to plan a route with minimal impact on the environment * applies information from additional sources and map to prepare a navigation data sheet that includes details required for navigation * applies navigation techniques for estimating distance travelled and maintains route while bypassing various obstacles and cave features * produces a cave sketch map that can be used by others for navigation. * evaluates and reflects on own navigation performance within an untrogged cave to identify strengths, weaknesses and improvements. | Assessment must ensure navigation in untrogged caves and are of sufficient breadth and duration to demonstrate competency and consistency of performance.  Assessment must also ensure access to:   * untrogged caves with infrequently travelled routes, and or unmapped routes suitable for navigation * navigation, caving and safety equipment. | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:   * observation of applying information from map to plan safe route with minimal environmental impact * oral or written questioning to assess knowledge of organisational policies and procedures and relevant legislation to enable safe conduct of all navigation activities * observation of following a route using a map, compass and navigation data sheet in untrogged caves * observation of identifying emergency or contingency escape routes and bypassing obstacles * copy of sketch map produced for others for navigation in untrogged cave. * 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:  SISOCVE414A Guide vertical multi pitch caving trips. |

|  |  |
| --- | --- |
| Required Skills and Knowledge  This section describes the skills and knowledge required for this unit. | |
| Required skills   * problem-solving skills to: * orientate any available cave plan and navigate around cave obstacles * determine the most suitable route * planning and organising skills to plan a suitable route that avoids sensitive areas and minimises damage to the environment * literacy and numeracy skills to: * read and interpret maps * locate position on map * estimate distance * calculate grid and magnetic bearings * complete route plans * 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 navigation activities conducted in untrogged caves * advantages and disadvantages of different map types and sources of error and interpretation of map symbols and features to enable accurate navigation and route planning * compass use and factors that affect their accuracy to enable accurate navigation * route planning and issues that should be considered when preparing a navigation data sheet * map and compass orientation to navigate in untrogged caves * techniques for estimating distance travelled in different cave conditions * different types of caves and techniques to navigate around obstacles * emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and others. |
|  |  |

Module commenced: ………………………………………………………. Module completed: ……………………………………………… Initials: ……………….

Suggested changes to module Program or activities:

| Element | Performance Criteria | Knowledge/Range Statement | Activities/ | Resources |
| --- | --- | --- | --- | --- |
| 1.Plan a route in an untrogged cave | 1.1.Obtain information to assist in the preparation of a navigation data sheet from any available map or cave plan and from other suitable sources of information | Map may include:   * detailed cave maps * cave plans with only wall details and labels   Navigation data sheet may include:   * grid and magnetic bearings * distances * estimated travelling times * pitch details and rigging * identifiable cave features * escape routes.   Suitable sources of information may include   * charts * local cavers * peers. |  |  |
| 1.2.Apply information and symbols contained on the map to plan an efficient route according to navigation and caving-specific abilities. | Information and symbols may include:   * grid lines and numbers * magnetic variation * scale * map legend * topographic features * speleothems * survey markers * water depth. |  | internet |
| 1.3.Prepare a navigation data sheet according to organisational policies and procedures, relevant legislation and contextual issues. | Organisational policies and procedures may include   * occupational health and safety * use, maintenance and storage of equipment * risk management * communication protocols * Australian Speleological Federation Codes and Guidelines   Relevant legislation may include   * occupational health and safety * permits or permission for access * environmental regulations. Contextual issues may include * fitness levels * time of year * availability of resources, such as rest stops, areas not subject to flooding * type of features of the location * access and escape routes * group size * land management and legislative requirements. |  |  |
| 1.4.Identify emergency or contingency escape routes according to organisational policies and procedures. |  |  |  |
| 1.5.Select routes that minimise environmental impact. | Environmental impact may include:   * damaging sensitive areas by trampling, touching or breakage * leaving behind foreign and human waste material   disturbing cave biota, stream sediments, palaeokarst, drip holes, soil cones and crusts, bone material, fossils and tree roots. |  |  |
| 2. Navigate in an untrogged cave. | 2.1.Maintain orientation of self to surroundings. | Surroundings may include   * bodies of water and or water courses * survey or track markers * natural formations * man-made features. |  |  |
|  | 2.2.Use a map, where available and compass to follow a route in an untrogged cave. |  |  |  |
|  | 2.3.Apply navigation techniques for estimating the distance travelled. | Navigation techniques may include   * orientating map using a compass * collecting features * searching for cave features * locating cave breezes into or out of cave.:   Estimating the distance travelled may include:   * pacing * time * relation to features. |  |  |
|  | 2.4.Maintain the designated route while bypassing obstacles. | * Obstacles may include: * shafts * fissures * rock piles * traverses * tight squeezes * water hazards. |  |  |
| 2.5.Interpret features implied on the map and select an efficient route according to the surroundings and conditions. |  |  |  |
| 2.6.Apply techniques to fix position and identify unknown features when lost |  |  |  |
| 3.Complete post activity tasks. | 3.1.Produce a cave sketch map that can be used by others for navigation purposes. |  |  |  |
|  | 3.2.Evaluate relevant aspects of the navigation activity. | Relevant aspects may include:   * planning processes * selecting routes with minimal environmental impact * using map and compass to follow routes * estimating distance travelled * producing sketch maps for others to use. |  |  |
|  | 3.3.Identify improvements for future navigation experiences in an untrogged cave. |  |  |  |

## Scout Association ROCK ACTIVITIES LEVELS

**1 Conduct of Activities**

1.1 These Rules should be read in conjunction with the Scouts NSW Adventurous Activity Policy.

1.2 The term ‘rock activities’ includes all activities conducted on natural or artificial rock environments. This may include abseiling, bouldering, canyoning, caving and climbing. Rock activities may also include multi-­‐ pitch, overnight trips, wet canyons or artificial surfaces. The use of belay systems and safety equipment (including safety mats for bouldering) is a fundamental requirement of all rock activities.

1.3 Commercial climbing gyms are exempt from these rules. The Commercial Activities Policy applies.

1.4 Scout rock activities should be conducted with due regard to all relevant

land management, minimal impact and environmental requirements.

1.5 Under no circumstances are stunt methods to be conducted. These high-­‐ risk methods have no place in an activity where safety is the first consideration. Star jumps and abseil races are examples of stunt activities. The SAC, as necessary, may define stunt methods from time to time.

1.6 All canyon trips, including horizontal canyons, should be assessed after periods of prolonged rain and/or where the potential for flash flooding is possible.

1.7 The minimum standard for any Level 2 or 3 rock qualification is Abseiler.

All subsequent qualifications must be in addition to this.

1.8 Non commercial climbing walls where usage is restricted to participants qualified to Level 1 Abseiling must be directly supervised by a minimum of 2 x Level 2 Abseilers or 1 x Level 3. Where novices are using the walls they must be directly supervised by a minimum of 1 x Level 3.

1.9 Unless specifically endorsed by the RC Activities, all rock activities are

restricted to single day, single pitch activities.

**2 Equipment**

2.1 It is recognised that most rock activity participants have considerable personal equipment, usually obtained over many years of experience. While it remains the personal responsibility for participants to ensure that their equipment is in good order, the activity leader should ensure that the equipment is suitable for the particular activity.

2.2 All equipment is to be used in accordance with the manufacturers recommendations and must meet recognised standards where such standards exist.

2.3 All Scout owned equipment must be stored and maintained in accordance with manufacturers requirements. Logbooks must be used to accurately record the use, cleaning and storage of this equipment. It is strongly recommended that personal equipment is also recorded appropriately.

2.4 The following standard equipment is mandatory for all rock activities:

2.4.1 Helmets that adhere to UIAA, CE or equivalent for climbing and abseiling activities must be worn during all rock activities (including mobile climbing walls).

2.4.2 Harnesses specifically manufactured for rock climbing and abseiling activities and which adhere to UIAA, CE or equivalent must be used.

2.4.3 It is recognised that the wearing of a harness when bouldering is not always practical and therefore not mandatory.

2.4.4 Ropes and all protective equipment (karabiners, slings and chocks) must be manufactured specifically for rock climbing/abseiling and used according to the manufacturers specifications and accepted practice (for example static ropes).

2.4.5 An additional rope, equivalent to the longest pitch should be

accessible for rescue, should it be required.

2.4.6 A rescue pack of pulleys, ascenders, and a belay device should be easily accessible for rescue, should it be required.

2.4.7 Emergency communication equipment (e.g. mobile phone, radio, PLB etc).

2.4.8 A first aid kit appropriate for the activity must be on site and readily available at all times.

2.5 Personal equipment (including PPE) is appropriate for the anticipated conditions.

2.6 Participants are to be informed of the type and quality of equipment they are expected to bring. Specific mention should be made of anticipated weather conditions and seasonal factors.

2.7 Sufficient food and refreshments suitable for the activity should be carried. Overnight activities should include at least one day’s emergency rations.

2.8 A Personal Locator Beacon (PLB) or Emergency Positioning Locator Beacon (EPIRB) must be available on all activities involving natural surfaces unless specific locality exemptions are made by the RC Activities. The Regional Office must maintain a record of locality exemptions.

**3 Participant Ratios**

3.1 The following ratios must be followed when participating in rock activities (N.B. the trip leader is responsible for ensuring that maximum numbers do not exceed locality specific requirements):

3.2 For rock activities that do not include novices -­‐ Minimum of 2 per activity to hold level 2 in a group of five participants, with one level 2 qualified person for every 5 additional participants.

3.3 For all rock activities involving novices -­‐ Minimum 1 x Level 3 per activity in addition to the ratios stated in 3.2.

3.4 The minimum number of participants, for all natural surface rock related activities (including the trip leader), is five.

**4 Qualifications**

4.1 The following qualifications are available to Scouting members (except Joey Scouts and Cub Scouts):

|  |  |  |  |
| --- | --- | --- | --- |
|  | Level 1 | Level 2 | Level 3 |
| Abseiler | Scouts, Venturers, Rovers and Leaders | Venturers, Rovers and Leaders | All members aged over  18 |
| Bouldering (TBA) | Scouts, Venturers, Rovers and Leaders | Venturers, Rovers and Leaders |
| Caving | Scouts, Venturers, Rovers and Leaders | Venturers, Rovers and Leaders |
| Canyoning | Venturers, Rovers and  Leaders | Venturers, Rovers and Leaders |
| Climbing | Scouts, Venturers, Rovers and Leaders | Venturers, Rovers and Leaders |

**5 ENDORSMENTS**

5.1 Appropriate endorsements must be obtained prior to engaging in any type of rock activity other than that described in Part 1 – Conduct of Activities.

5.2 Endorsements are restricted to Level 2 and Level 3 qualifications only.

5.3 The RC Activities is responsible for the appointment of endorsements, based on the recommendation of appropriately qualified Level 3’s.

5.4 Novices and Level 1 participants can participate in endorsed activities if the activity is under the direct supervision of an appropriately qualified Level 3.

5.5 The RC Activities may in certain circumstances give approval for an endorsed activity involving Level 1 participants to be under the control of a Level 2. In such cases, any conditions or limitations on the approval shall be stated in writing.

5.6 All novices MUST be under the direct supervision of an appropriately qualified Level 3.

5.7 The following endorsements are currently available to Scouting members:

 Multi-­‐pitch Abseil

 Multi-­‐pitch Caving

 Multi-­‐pitch Canyoning

 Multi-­‐pitch Climbing

 Overnight rock activities (not including standing camps)

**ROCK ACTIVITY SKILL REQUIREMENTS**

**Level 1 Abseiling**

The participant must be able to personally complete the following:

|  |  |  |
| --- | --- | --- |
| 1.1 | Prior to abseil, demonstrate safety precautions applicable to abseiling:   Approaching cliffs   Safe distance to cliff edge   The need to restrain loose hair and clothing   Knowledge of standard communication conventions used in abseiling. |  |
| 1.2 | Demonstrate practical application and thorough knowledge of:   Tape knot, including tie offs   Figure 8 on a bight   Double Fisherman’s   Prussick knot   Alpine Butterfly   The correct fitting of a harness   Clipping onto the abseil rope   Checking the system and the importance of having a second person check the system   Conduct a mock abseil on flat ground   Suitable protective clothing for all seasons   The importance of using appropriate equipment and ropes   The basic rules for the use and care of equipment |  |
| 1.3 | Undertake a minimum of five abseils and demonstrate the following personal rescue skills:   Braking process whilst on rope   Prussic over a knot (up and down)   Lock off   Remove tangles   Manage a bottom brake belay for another abseiler |  |
| 1.4 | Describe at least five different situations that could be classified as an emergency. |  |
| 1.5 | Demonstrate an understanding of:  a) The importance of checking for any danger to yourself and others. b) How to correctly check if a person is breathing.  c) The common causes of a blocked airway and how to clear it. |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | d) How to open an airway. e) How to control bleeding.  f) Four uses of a triangular bandage.  g) How to treat minor burns and scalds.  h) How to treat a fracture of lower leg and arm. | |  |
| Participant: | | Level 3 Assessor: | |

**Level 2 Abseiling**

The participant must be able to personally demonstrate all the requirements for Level 1 plus the following:

|  |  |  |
| --- | --- | --- |
| 2.1 | Have logged at least 20 abseils totalling a minimum of 400 metres under varying conditions over a minimum of 12 months. |  |
| 2.2 | The following requirements should be conducted on at least 5 different abseils. The 5 abseils can be in the same general area.  Identify and set up an abseil site, including:   Conduct a safety inspection of the proposed abseil site   Select a primary and secondary anchor   Rig a site for abseiling   Prepare a hauling system for use in a buddy rescue (e.g. a z-­‐rig system)   Lead an abseil activity (under direct supervision of a suitably qualified Level 3) involving Level 1 and/or Level 2 participants   Prepare top and bottom belays, with appropriate anchors, for the safe conduct of abseil activities   Perform top and bottom belays   Conduct a simulated rescue of an abseiler using the hauling system   Conduct a simulated rescue by abseiling alongside another abseiler, attach them to you, remove them from their rope and lower to the ground. |  |
| 2.3 | Demonstrated ability to transfer to another rope during an abseil. |  |
| 2.4 | Manage and lead a group during an abseil activity (this can be conducted at the same time as 2.2). |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2.5 | Demonstrated understanding and show usage of equipment and personal logbooks. | |  |
| 2.6 | Describe the following:   At least ten situations that could be classified as emergencies   The effects of weather on rock related activities | |  |
| 2.7 | If under 15 years of age demonstrate an understanding of:  a) How to approach an unconscious patient. b) How to identify if the patient is breathing.  c) How to place a patient in the recovery position.  d) The difference between venous and arterial bleeding. e) How to control all forms of external bleeding.  If over (and upon reaching) 15 years of age hold ‘Apply first aid’ (HLTFA301B)  or equivalent. | |  |
| Participant: | | Level 3 Assessor: | |

**Level 1 Caving**

A Level 1 Caver is restricted to horizontal or non-­‐technical caves that do not require the use of ladders or abseiling until they obtain Level 1 Abseil at which time they may participate in vertical caving under the leadership of appropriately skilled Level 2 or Level 3 cavers.

The participant must be able to personally complete the following:

|  |  |  |
| --- | --- | --- |
| 1.1 | Prior to caving, demonstrate safety precautions applicable to caving:   Approaching cave entrance   The need for appropriate clothing and safety equipment   Knowledge of standard communication conventions used in caving   Know the rules of conservation and good behaviour applicable to caving |  |
| 1.2 | Demonstrated understanding of the basic personal equipment necessary for caving trips: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  Clothing   Boots   Helmet   Multiple light sources   First aid kit. | |  |
| 1.3 | Understand formations and phenomena of caves. | |  |
| 1.4 | Have at least five hours logged underground experience. | |  |
| 1.5 | Describe at least five different situations that could be classified as an emergency. | |  |
| 1.6 | Demonstrate an understanding of:  a) The importance of checking for any danger to yourself and others. b) How to correctly check if a person is breathing.  c) The common causes of a blocked airway and how to clear it. d) How to open an airway.  e) How to control bleeding.  f) Four uses of a triangular bandage.  g) How to treat minor burns and scalds.  h) How to treat a fracture of lower leg and arm. | |  |
| Participant: | | Level 3 Assessor: | |

**Level 2 Caving (Horizontal)**

The participant must be able to personally demonstrate all the requirements for Level 1

Caver, plus the following:

|  |  |  |
| --- | --- | --- |
| 2.1 | Have logged at least 20 hours underground in horizontal systems. |  |
| 2.2 | Produce a detailed report on a cave visited and has knowledge of cave formation and cave mapping interpretation. |  |
| 2.3 | Rig and use a top belay using a ‘Munter Hitch’ or equivalent. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2.4 | Under direct supervision of a Level 3 Caver, lead into two different horizontal caves for a total of at least 5 hours. | |  |
| 2.5 | Demonstrated understanding and show usage of equipment and personal logbooks. | |  |
| 2.6 | Describe the following:   At least ten situations that could be classified as emergencies   The effects of weather on rock related activities | |  |
| 2.7 | If under 15 years of age demonstrate an understanding of:  a) How to approach an unconscious patient. b) How to identify if the patient is breathing.  c) How to place a patient in the recovery position.  d) The difference between venous and arterial bleeding. e) How to control all forms of external bleeding.  If over (and upon reaching) 15 years of age hold ‘Apply first aid’ (HLTFA301B)  or equivalent. | |  |
| Participant: | | Level 3 Assessor: | |

**Level 2 Caving (Vertical)**

The participant must be able to personally demonstrate all the requirements for Level 1

Caver, Level 2 Abseil, plus the following:

|  |  |  |
| --- | --- | --- |
| 2.1 | Have logged at least 40 hours underground in a range of vertical caves under varying conditions over a minimum of 12 months. |  |
| 2.2 | The following requirements should be conducted on at least 5 different abseils |  |

|  |  |  |
| --- | --- | --- |
|  | within a vertical cave system.  Identify and set up an abseil site, including:   Conduct a safety inspection of the proposed site   Select a primary and secondary anchor   Rig a site for abseiling   Prepare a hauling system for use in a buddy rescue (e.g. a z-­‐rig system)   Lead a vertical caving activity (under direct supervision of a suitably qualified Level 3) involving Level 1 and/or Level 2 participants   Prepare top and bottom belays, with appropriate anchors, for the  safe conduct of caving activities   Perform top and bottom belays   Conduct a simulated rescue of a caver using the hauling system   Conduct a rescue by abseiling alongside another abseiler, attach them to you, remove them from their rope and lower to the ground. |  |
| 2.3 | Produce detailed reports on at least five caves visited and describe cave formation and cave mapping interpretation. |  |
| 2.4 | Set up a ladder in a vertical cave with appropriate safety measures and show ability to climb a ladder with without difficulty. |  |
| 2.5 | Demonstrate a basic ability in top rope climbing. |  |
| 2.6 | Demonstrated understanding in the use of equipment and personal logbooks. |  |
| 2.7 | Describe the following:   At least ten situations that could be classified as emergencies   The effects of weather on rock related activities |  |
| 2.8 | If under 15 years of age demonstrate an understanding of:  a) How to approach an unconscious patient. b) How to identify if the patient is breathing.  c) How to place a patient in the recovery position.  d) The difference between venous and arterial bleeding. e) How to control all forms of external bleeding.  If over (and upon reaching) 15 years of age hold ‘Apply first aid’ (HLTFA301B)  or equivalent. |  |

Participant: Level 3 Assessor:

**Level 1 Canyoning**

A Level 1 Canyoner is restricted to horizontal or non-­‐technical canyons that do not require the use of ladders or abseiling until they obtain Level 1 Abseil at which time they may participate in vertical canyons under the leadership of appropriately skilled Level 2 or Level 3 canyoner.

The participant must be able to personally complete the following:

|  |  |  |
| --- | --- | --- |
| 1.1 | Prior to canyoning, demonstrate safety precautions applicable to canyons:   Approaching a canyon   The need for appropriate clothing and safety equipment   Knowledge of the effect of weather conditions on canyons   The dangers of hypothermia and swimming in extremely cold water   Know the rules of conservation and good behaviour applicable to canyoning |  |
| 1.2 | Demonstrated understanding of the basic personal equipment necessary for horizontal canyoning trips:   Clothing   Footwear   Swimming aids   First aid kit. |  |
| 1.3 | Can swim and stay afloat or tread water for 5 minutes while clothed and wearing footwear. |  |
| 1.4 | Have gained experience in at least 3 different horizontal canyons. |  |
| 1.5 | Describe at least five different situations that could be classified as an emergency. |  |
| 1.6 | Demonstrate an understanding of: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | a) The importance of checking for any danger to yourself and others. b) How to correctly check if a person is breathing.  c) The common causes of a blocked airway and how to clear it. d) How to open an airway.  e) How to control bleeding.  f) Four uses of a triangular bandage.  g) How to treat minor burns and scalds.  h) How to treat a fracture of lower leg and arm. | |  |
| Participant: | | Level 3 Assessor: | |

**Level 2 Canyoning (Horizontal)**

The participant must be able to personally demonstrate all the requirements for Level 1

Canyoner, plus the following:

|  |  |  |
| --- | --- | --- |
| 2.1 | Be able to competently navigate in rugged terrain and demonstrate knowledge of canyon systems. |  |
| 2.2 | Be familiar with the weather pattern within the area that it is intended to enter and be aware of the dangers and potential of flash flooding in the area. |  |
| 2.3 | Rig and use a top belay using a ‘Munter Hitch’ or equivalent. |  |
| 2.4 | Under direct supervision of a Level 3 Canyoner, lead a group of Level 1 and/or Level 2 canyoners in two different horizontal canyons for a total of at least 5 hours. |  |
| 2.5 | Demonstrated understanding and show usage of equipment and personal logbooks.. |  |
| 2.6 | Describe the following:   At least ten situations that could be classified as emergencies   The effects of weather on rock related activities |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2.7 | If under 15 years of age demonstrate an understanding of:  a) How to approach an unconscious patient. b) How to identify if the patient is breathing.  c) How to place a patient in the recovery position.  d) The difference between venous and arterial bleeding. e) How to control all forms of external bleeding.  f) Describe the risks of, and demonstrate the treatment for, near drowning.  If over (and upon reaching) 15 years of age hold ‘Apply first aid’ (HLTFA301B)  or equivalent. | |  |
| Participant: | | Level 3 Assessor: | |

**Level 2 Canyoner (Vertical)**

The participant must be able to personally demonstrate all the requirements for Level 1

Canyoner, Level 2 Abseil, plus the following:

|  |  |  |
| --- | --- | --- |
| 2.1 | Have logged at least 40 hours in a range of vertical canyons under varying conditions over a minimum of 12 months. |  |
| 2.2 | The following requirements should be conducted on at least 5 different abseils within a vertical canyon system. At least one such abseil should be conducted in wet conditions.  Identify and set up an abseil site, including:   Conduct a safety inspection of the proposed site   Select a primary and secondary anchor   Rig a site for abseiling   Prepare a hauling system for use in a buddy rescue (e.g. a z-­‐rig system)   Lead a vertical canyon activity (under direct supervision of a  suitably qualified Level 3) involving Level 1 and/or Level 2 participants   Prepare top and bottom belays, with appropriate anchors, for the safe conduct of canyon activities   Perform top and bottom belays   Conduct a simulated rescue of a canyoner using the hauling system |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2.3 | Produce detailed trip reports on at least five canyons visited These should include information on weather patterns in these areas, and the potential dangers such as flash flooding. | |  |
| 2.4 | Be able to competently navigate using map and compass in rugged terrain and demonstrate knowledge of canyon systems. | |  |
| 2.5 | Demonstrate a basic ability in top rope climbing | |  |
| 2.6 | Demonstrated understanding and show usage of equipment and personal logbooks. | |  |
| 2.7 | Describe the following:   At least ten situations that could be classified as emergencies   The effects of weather on rock related activities | |  |
| 2.8 | If under 15 years of age demonstrate an understanding of:  a) How to approach an unconscious patient. b) How to identify if the patient is breathing.  c) How to place a patient in the recovery position.  d) The difference between venous and arterial bleeding. e) How to control all forms of external bleeding.  f) Knowledge of risks associated with, and the treatment of, drowning and exposure  If over (and upon reaching) 15 years of age hold ‘Apply first aid’ (HLTFA301B)  or equivalent. | |  |
| Participant: | | Level 3 Assessor: | |

**Level 1 Climbing**

The participant must be able to personally complete the following:

|  |  |  |  |
| --- | --- | --- | --- |
| 1.1 | Prior to climbing, demonstrate safety precautions applicable to top rope climbing including:   Approaching cliffs   Safe distance to cliff edge   The need to restrain loose hair and clothing   Knowledge of standard communication conventions used in abseiling. | |  |
| 1.2 | Demonstrate thorough knowledge of:   Tape knot, including tie offs   Figure 8 on a bight   Double Fisherman’s   Prussick knot   Alpine Butterfly   The correct fitting of a harness   Clipping onto the climbing rope   Checking the system and the importance of having a second person check the system   A mock climb on flat ground   Suitable protective clothing and equipment   The importance of using appropriate equipment and ropes   The basic rules for the use and care of equipment | |  |
| 1.3 | Undertake a minimum of five top rope climbs and demonstrate the following personal rescue skills:   Braking process whilst on rope   Prussic over a knot (up and down)   Lock off   Remove tangles   Manage a top brake belay for another climber | |  |
| 1.4 | Describe at least five different situations that could be classified as an emergency. | |  |
| 1.5 | Demonstrate an understanding of:  a) The importance of checking for any danger to yourself and others. b) How to correctly check if a person is breathing.  c) The common causes of a blocked airway and how to clear it. d) How to open an airway.  e) How to control bleeding.  f) Four uses of a triangular bandage.  g) How to treat minor burns and scalds.  h) How to treat a fracture of lower leg and arm. | |  |
| Participant: | | Level 3 Assessor: | |

**Level 2 Climbing**

The participant must be able to personally demonstrate all the requirements for Level 1

Climbing, Level 2 Abseiler, plus the following:

|  |  |  |
| --- | --- | --- |
| 2.1 | Have logged at least 20 climbs totalling a minimum of 1000 metres over a minimum of 12 months. The climbs should be of Australian Grade 8 or higher. At least one climb should be at least Grade 12. |  |
| 2.2 | The following requirements should be conducted on at least 5 different climbs. The 5 climbs can be in the same general area.  Identify and set up an climbing site, including:   Conduct a safety inspection of the proposed site   Select a primary and secondary anchor   Rig a site for climbing   Demonstrate the use of prussicks and know the various types of ascending devices currently in use together with their attendant advantages and problems if any   Prepare a hauling system for use in a buddy rescue (e.g. a z-­‐rig system)   Lead a climbing activity (under direct supervision of a suitably qualified Level 3) involving Level 1 and/or Level 2 participants   Prepare top and bottom belays, with appropriate anchors, for the safe conduct of climbing activities   Perform top and bottom belays   Conduct a rescue of a climber using the hauling system |  |
| 2.3 | Manage and lead a group during a climbing activity (this can be conducted at the same time as 2.2). |  |
| 2.4 | Demonstrated understanding and show usage of equipment and personal logbooks. |  |
| 2.5 | Have an understanding of rock compositions and strengths, their inherent dangers of fracture and the consequent need to adopt appropriate techniques and safeguards. |  |

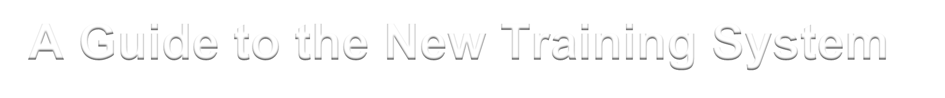
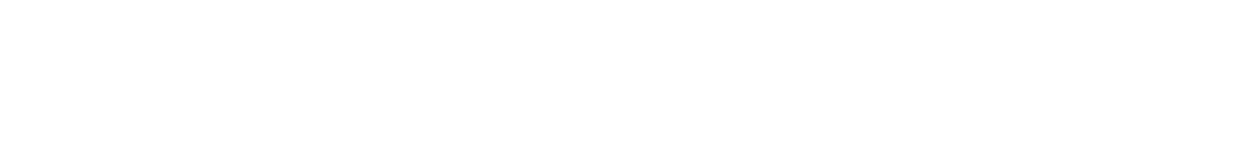
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| --- | --- | --- | --- |
| 2.6 | State at least ten very different situations that could be classified as emergencies. | |  |
| 2.7 | If under 15 years of age demonstrate an understanding of:  a) How to approach an unconscious patient. b) How to identify if the patient is breathing.  c) How to place a patient in the recovery position.  d) The difference between venous and arterial bleeding. e) How to control all forms of external bleeding.  If over (and upon reaching) 15 years of age hold ‘Apply first aid’ (HLTFA301B)  or equivalent. | |  |
| Participant: | | Level 3 Assessor: | |

**Level 3 (Skill specific)**

The minimum skill requirement for appointment to Level 3 is Level 2 Abseiler. The participant must be at least 18 years of age and be able to personally demonstrate all the requirements for the relevant Level 2 plus the following:

|  |  |  |  |
| --- | --- | --- | --- |
| 3.1 | Have a detailed knowledge of the Scouts NSW Adventurous Activity Policy. | |  |
| 3.2 | Have a detailed knowledge of the Scouts NSW Adventurous Activity Rules relevant to the skill being assessed. | |  |
| 3.3 | Prepare risk assessments relevant to the skill for two separate activities in two different locations. | |  |
| 3.4 | Under the direct supervision of two Level 3s qualified in the relevant skill, plan and conduct two separate activities in two different locations involving novices. | |  |
| 3.5 | Maintain a logbook of relevant skills. | |  |
| Participant: | | Assessor (Level 3): Assessor (Level 3): | |

**Scouts Australia NSW Branch**



**SIS-10 Activity Qualifications**

**A Guide to the New Development System**

Scouts Australia is introducing a single pathway for Adventurous Activity qualifications. This move has been driven by many external changes including the new Federal WHS (Work Health & Safety) legislation, changes to Federal Development regulators, and a decision to facilitate a national system of qualifications across all Branches of Scouts Australia.

Previously, our internal “Scouting” qualifications were only recognised within the local Branch of the Scout Association. Now we are adopting the industry recognised accredited (VET) Development program for outdoor recreation allowing members to gain useful qualifications and ensuring that Scouts Australia continues to exceed community expectations in the safety and quality of our adventurous activity Development.

All Development courses will be delivered from the SIS-10 Development package. Courses will be run by NSW Branch and will cover all accredited skill sets. Courses will be administered like all other residential Development courses by applying on an L1 From. Workbooks will be issued for completion and full participation will be required. Opportunities for recognition of prior learning (RPL) will also be organised to allow existing members with current Scouting qualifications to transfer to this new system.

Leaders who hold existing qualifications external to Scouting will be able to have those qualifications recognised wherever they match the units and modules delivered by Scouts Australia. Further details about this process will be released throughout the year.

It is important to recognise that the new qualifications are very different to previous Scouting levels.

**Levels One, Two, Three**

These are entry level qualifications. In many cases, these will be sufficient for an adult leader to take their youth members on basic activities (e.g. Level One Bushwalking or Level Two Canoeing).

**Guide**

Guide level qualifications would normally be held by dedicated Activity Leaders responsible for organising larger events within the Region or supervising section activities. (For example, Bushwalking Guides will be needed to examine and supervise walks conducted within the Scout and Venturer Scout award schemes.) *Guide level qualifications require completion of the “Adventurous Activity Leader Basic Sectional Techniques” Residential Course.*

**Instructor**

Instructor level qualifications allow appointed adult members to teach and examine skills required for the activity. *Instructor level qualifications require completion of the “Development of Trainer” Weekend Residential Courses.*

NSW Branch understands that there will be considerable challenges during the implementation of this new Development program and we appreciate your patience as the new courses are prepared. The following pages show an outline of the entitlements of each qualification as well as a rough comparison with previous Scouting skills. (Remember that due to accreditation requirements, a “lower” level in the SIS-10 Development program will often equate to your existing Scouting qualifications.)

For additional information, please contact your Region Commissioner (Activities) or Region Commissioner

(Adult Development & Development).

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**Single-Pitch Abseiling**

**Level One Level Two Guide**

**Instructor**

• Allows a member to participate in an abseiling activity

*Minimum 15 years of age*

• Allows a member to lead an abseiling activity with qualified participants

*Minimum 15 years of age*

• Allows an adult member to lead an abseiling activity with novices

• Allows an adult member to teach and examine abseiling skills

**Multi-Pitch Abseiling**

**Level Three**

**Multi-Pitch**

**Guide**

**Multi-Pitch**

**Instructor**

• Allows a member to participate in a multi-pitch abseiling activity

*Minimum 15 years of age*

• Allows an adult member to lead a multi-pitch abseiling activity with novices

• Allows an adult member to teach and examine abseiling skills for multi-pitch abseiling

**Basic Development (Certificate III in Outdoor Recreation)**

**e-Learning**

**Sectional**

**Techniques**

**Development of**

**Trainer 1A**

**Activity**

**Competency**

• Basic Core Modules

• Elective – Educational Method of Scouting

• Residential Weekend

• **REQUIRED FOR GUIDE LEVEL QUALIFICATIONS**

• Residential Weekend

• **REQUIRED FOR INSTRUCTOR LEVEL QUALIFICATIONS**

• Qualify to GUIDE level in at least 2 skill areas

**Advanced Development (Certificate IV in Outdoor Recreation)**

**e-Learning**

**Sectional**

**Techniques**

**Development of**

**Trainer 1B**

**Wood Badge**

**Project**

**Activity**

**Competency**

• Basic Core Modules

• Electives – choose any 2

• Residential Weekend

• Residential Weekend

• **REQUIRED FOR INSTRUCTOR LEVEL QUALIFICATIONS**

• Complete a project relevant to chosen skill area of approximately 10 hours

• Qualify to INSTRUCTOR level in at least 2 skill areas

**Bushwalking**

**Original Qualifications 2011 Qualifications SIS10 Qualifications**

**Level 1**

**Preliminary Level One**

**Leader Level 2 Level Two**

**Level Three**

**Instructor Level 3 Guide**

**Instructor**

**Canoeing/Kayaking**

**Original Qualifications 2011 Qualifications SIS10 Qualifications**

**Level 1**

**Level 2 Level 1 Level One**

**Level 3 Level 2 Level Two**

**Instructor Level 3 Guide**

**Instructor**

**Abseiling**

**Original Qualifications 2011 Qualifications SIS10 Qualifications**

**Abseiler Level 1 Level One**

**Leader Level 2 Level Two**

**Instructor Level 3 Guide**

**Instructor**

**Level Three**

**M-P Guide**

**M-P Instructor**

**NB. EXISTING QUALIFICATIONS DO NOT AUTOMATICALLY TRANSFER TO SIS10 QUALIFICATIONS!**

Scouts Australia NSW Branch March 2012 [www.nsw.scouts.com.au](http://www.nsw.scouts.com.au/)