



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SISOBWG510A Guide bushwalks in an uncontrolled environment**

**Release: 1**

## SISOBWG510A Guide bushwalks in an uncontrolled environment

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge to guide or lead participants on day and or overnight bushwalks. This unit focuses on the application of planning skills to make logistical arrangements for a bushwalking trip in unmodified landscapes and lead the walk safely according to an activity plan.</p> <p>No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to those working as bushwalking guides who are responsible for planning, implementing and evaluating bushwalking trips conducted in a range of outdoor environments and locations, such as landscapes where there are no modifications to the natural surface, track alignment is indistinct with no clearance or signage along the track and the track is not managed for public risk.</p> <p>This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.</p>
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### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan a bushwalking activity.	1.1. Conduct relevant assessments to determine the condition of participants in consultation with <i>support personnel</i> . 1.2. Select an activity site or location which meets <i>activity objectives</i> and is suitable for participants according to <i>relevant legislation</i> and <i>organisational policies and procedures</i> . 1.3. Select appropriate maps and plan the route for the walk, taking into account environmental impact factors. 1.4. Identify <i>hazards</i> associated with the activity and apply risk minimisation procedures to ensure personal safety of participants. 1.5. Develop an <i>activity plan</i> for the walk to meet the identified needs, abilities and risk factors of participants, according to relevant legislation and organisational policies and procedures. 1.6. Prepare a Navigation Data Sheet for the proposed walk. 1.7. Access <i>relevant sources</i> to obtain and interpret <i>weather and environmental information</i> for the walk. 1.8. Inform <i>appropriate authorities</i> before the walk.
2. Select equipment for the activity.	2.1. Identify and source <i>equipment</i> for the activity. 2.2. Assess equipment for safety and suitability for the walk and complete documentation. 2.3. Prepare equipment for transportation to walk location according to organisational policies and procedures.
3. Make logistical arrangements.	3.1. Determine <i>food and water requirements</i> for participants according to walking requirements. 3.2. Identify and plan for emergency food and water requirements. 3.3. Identify the location of water sources accessible during the walk and determine the need for water purification. 3.4. Prepare water for carrying and storage in a manner appropriate to the activity. 3.5. Select clothing suitable for the walk.
4. Brief participants.	4.1. Communicate instructions and <i>relevant information</i>

ELEMENT	PERFORMANCE CRITERIA
	<p>about the walk in a manner suitable to participants.</p> <p>4.2. Demonstrate packing of a backpack with gear appropriate to proposed walk to participants.</p> <p>4.3. Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring.</p> <p>4.4. Establish communication systems for use during walk and confirm systems with participants.</p> <p>4.5. Check and confirm participants are properly equipped for the walk.</p>
5. Lead bushwalking trip.	<p>5.1. Assist participants to fit and adjust equipment to ensure suitability and safety as required.</p> <p>5.2. Provide and reinforce direction and advice to the group during the walk.</p> <p>5.3. Monitor walking pace and spacing between walkers in relation to conditions during the walk.</p> <p>5.4. Monitor individual participant's performance and behaviour.</p> <p>5.5. Monitor weather conditions during the walk.</p> <p>5.6. Implement appropriate modifications to walk in response to <i>changing conditions</i>.</p>
6. Select and maintain a temporary site as required.	<p>6.1. Select a suitable site with reference to minimal impact on the environment according to relevant legislation.</p> <p>6.2. Arrange shelter appropriate for prevailing weather conditions.</p> <p>6.3. Establish site to ensure comfort and safety of the group.</p> <p>6.4. Explain relevant minimum impact practices to group and monitor their compliance.</p> <p>6.5. Return site to an equal standard on departure.</p>
7. Complete post trip responsibilities and evaluation	<p>7.1. Notify relevant authority of trip completion.</p> <p>7.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.</p> <p>7.3. Evaluate <i>relevant aspects</i> of the walk according to organisational criteria and record outcomes.</p> <p>7.4. Identify potential areas of improvement for future walks.</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to:
  - consult with participants to plan a walking activity to meet their needs
  - convey information about the safety and logistical aspects of trip
  - interact with participants to create a safe and positive environment during the walk
- problem-solving skills to:
  - plan a trip according to participants'; needs, abilities and risk factors
  - make decisions about potential hazards that may affect trips
  - modify aspects of trips according to all variable factors and non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and location for the walk
  - make logistical arrangements
  - advise authorities of routes and duration of walk
  - organise participants into manageable groups
- language, literacy and numeracy skills to:
  - produce and document a plan for the walk
  - complete post trip documentation
  - produce a navigation data sheet
- self management skills to review and reflect on own work performance to facilitate improvement
- use of communication equipment
- first aid, rescue and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies.

#### Required knowledge

- legislation and organisational policies and procedures to ensure safe and legal conduct of all activities performed during bushwalking trips
- minimal impact codes and practices and general land management requirements to enable application of low impact environmental practices during the walk
- Australian Standards for Walking Tracks to enable understanding of track classifications in order to plan a walk that matches the capabilities of participants
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- equipment characteristics and technology used for bushwalking, and factors affecting appropriate selection, use and maintenance to enable safe conduct of all

**REQUIRED SKILLS AND KNOWLEDGE**

activities

- clothing and footwear requirements for bushwalking and general principles affecting selection, such as layering and protective clothing principles
- nutritional requirements when participating in outdoor activities and types of food available to suit activity constraints to enable participant wellbeing
- risk management strategies to enable safe completion of the walk
- water purification methods and equipment to enable access to fresh water
- conflict resolution techniques to ensure the group functions cohesively
- influence of local air masses, seasons and topography on weather
- barometric pressure and its implications
- tie-off points or anchors for handlines
- first aid, emergency and search and rescue procedures relevant to the location to ensure safety of self and others.

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>plans within activity constraints and guides and monitors group in a safe and professional manner</li> <li>applies effective modifications and contingency management techniques to make adjustments in response to changing conditions that may arise during bushwalking trips</li> <li>encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure the safe guiding of groups on multiple bushwalking trips in unmodified landscapes that reflect local conditions to demonstrate competency and consistency of performance.</p> <p>Assessment must also ensure access to:</p> <ul style="list-style-type: none"> <li>an outdoor environment with unmodified landscapes to guide bushwalking</li> <li>participants to take part in bushwalking trips</li> <li>bushwalking, navigation, river crossing, overnight, communication, safety, rescue and first aid equipment</li> <li>resources and information regarding participants to plan, guide and document bushwalking trips.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>observation of planning and guiding processes and interacting with participants, including conveying information for safe participation</li> <li>observation of dealing with contingencies such as changing weather conditions and equipment failure</li> <li>oral or written questioning to assess knowledge of the application of relevant legislation and organisational</li> </ul>



<b>EVIDENCE GUIDE</b>	
	<p>policies and procedures to enable safe conduct of all bushwalking activities throughout trip</p> <ul style="list-style-type: none"> <li>• review of activity plans for the bushwalking activity</li> <li>• third-party reports from a supervisor detailing appropriate work performed by the candidate.</li> </ul> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• SISOBWG404A Apply river crossing skills</li> <li>• SISOOPS406A Interpret weather conditions in the field.</li> </ul>
<b>Guidance information for assessment</b>	

## Range Statement

<b>RANGE STATEMENT</b>	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<b><i>Support personnel</i></b> may include:	<ul style="list-style-type: none"> <li>• emergency contact</li> <li>• logistics personnel</li> <li>• drivers</li> <li>• administrators</li> <li>• teachers or instructor</li> <li>• subject matter experts.</li> </ul>
<b><i>Activity objectives</i></b> may include:	<ul style="list-style-type: none"> <li>• self improvement</li> <li>• fitness</li> <li>• social interaction</li> <li>• education.</li> </ul>
<b><i>Relevant legislation</i></b> may include:	<ul style="list-style-type: none"> <li>• occupational health and safety</li> <li>• permits or permission for access</li> <li>• environmental regulations.</li> </ul>
<b><i>Organisational policies and</i></b>	<ul style="list-style-type: none"> <li>• occupational health and safety</li> </ul>

<b>RANGE STATEMENT</b>	
<b><i>procedures</i></b> may include:	<ul style="list-style-type: none"> <li>• participant confidentiality and assessment procedures</li> <li>• use, maintenance and storage of equipment</li> <li>• tagging faulty or damaged equipment</li> <li>• emergency procedures</li> <li>• communication protocols</li> <li>• time and budget constraints</li> <li>• code of ethics.</li> </ul>
<b><i>Hazards</i></b> may include:	<ul style="list-style-type: none"> <li>• temperature extremes</li> <li>• slippery or unstable terrain</li> <li>• dangerous animals and insects</li> <li>• stinging trees and nettles</li> <li>• dense vegetation</li> <li>• group management hazards.</li> </ul>
<b><i>Activity plan</i></b> may include:	<ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• date, time and duration</li> <li>• location, equipment and resources</li> <li>• guide and participant ratios</li> <li>• safety and emergency requirements</li> <li>• risk and contingency management plans.</li> </ul>
<b><i>Relevant Sources</i></b> may include:	<ul style="list-style-type: none"> <li>• Bureau of Meteorology</li> <li>• media</li> <li>• land managers or agencies</li> <li>• local knowledge.</li> </ul>
<b><i>Weather and environmental information</i></b> may include:	<ul style="list-style-type: none"> <li>• satellite images</li> <li>• daily and weekly forecasts</li> <li>• maximum and minimum temperatures</li> <li>• weather warnings</li> <li>• event warnings</li> <li>• river levels</li> <li>• synoptic charts</li> <li>• high and low tide predictions.</li> </ul>
<b><i>Appropriate authorities</i></b> may include:	<ul style="list-style-type: none"> <li>• authorities</li> <li>• supervisors</li> </ul>
<b><i>Equipment</i></b> may include:	<ul style="list-style-type: none"> <li>• bushwalking equipment</li> <li>• navigation equipment</li> <li>• river crossing equipment</li> <li>• safety, rescue and first aid equipment</li> <li>• communication equipment</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• camping equipment</li> <li>• hydration system</li> <li>• water purification equipment.</li> </ul>
<b><i>Food and water requirements</i></b> may include:	<ul style="list-style-type: none"> <li>• menu planning and preparation</li> <li>• range of foods</li> <li>• emergency food and water</li> <li>• water purification.</li> </ul>
<b><i>Relevant information</i></b> may include:	<ul style="list-style-type: none"> <li>• logistical details</li> <li>• personal equipment requirements</li> <li>• safety procedures</li> <li>• responsible behaviour</li> <li>• risk assessment and hazard prevention and management.</li> </ul>
<b><i>Changing conditions</i></b> may include:	<ul style="list-style-type: none"> <li>• weather</li> <li>• participant needs</li> <li>• equipment failure.</li> </ul>
<b><i>Relevant aspects</i></b> may include:	<ul style="list-style-type: none"> <li>• objectives</li> <li>• planning process</li> <li>• activity site</li> <li>• weather</li> <li>• equipment selection</li> <li>• clothing selection</li> <li>• food selection</li> <li>• instructional content</li> <li>• instructional technique</li> <li>• assessment technique</li> <li>• group feedback</li> <li>• directing techniques</li> <li>• rescue techniques employed.</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	Outdoor Recreation
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## Co-requisite units

<b>Co-requisite units</b>	

## Competency field

<b>Competency field</b>	
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