



Australian Government

SISOCHC001 Lead challenge course sessions, low elements

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead participants during challenge course sessions at a facility where low elements are set up. Participants may be individual users or groups attending for purely recreational purposes, or may be groups involved in adventure based learning activities for which there would be a predetermined activity plan.

It requires the ability to explain and demonstrate, to participants, techniques for spotting, and for using independent and linked low elements.

This unit applies to any type of organisation that operates challenge courses including commercial, not-for-profit and government organisations.

It applies to activity leaders who use discretion and judgement to manage participant logistics, safety, and routine problems within clearly defined operating procedures. Complex issues and problems would be referred to others for assistance, direction or resolution.

Leaders might also be involved in providing adventure based learning outcomes, the skills for which are provided in complementary units.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Challenge Course

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare equipment and

1.1. Assess characteristics, condition and capability of

- participants.
- participants, as they present, and obtain informed consent.
- 1.2. Confirm participants have clothing and footwear appropriate for the activity and anticipated weather conditions.
- 1.3. Select and set up personal protective equipment (PPE) to match participants, low elements and prevailing conditions.
- 1.4. Complete, for PPE, required safety and serviceability inspections and reports according to organisational procedures.
- 1.5. Direct and assist participants to fit and adjust personal protective equipment; check comfort and safety of fit.
2. Brief participants.
- 2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants.
- 2.2. Encourage participants to ask questions and seek advice before and during session.
- 2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries.
- 2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity.
3. Instruct spotting technique for low elements.
- 3.1. Explain importance of spotting and demonstrate essential components of spotting technique.
- 3.2. Demonstrate and explain different techniques and spotter positions used for different course elements and participant characteristics.
- 3.3. Verify participant understanding of spotting techniques and safety procedures.
- 3.4. Engage participants in a sequence of activities to warm up, develop trust and practice spotting in a low risk situation.
- 3.5. Observe and monitor participant performance of spotting technique and provide feedback and corrective instruction.
4. Lead low element activities.
- 4.1. Explain and demonstrate techniques for use of independent and linked low elements.
- 4.2. Reinforce appropriate spotter technique and position for the particular element.
- 4.3. Provide clear and accurate instructions and demonstrations throughout the session.
- 4.4. Monitor performance of spotters and participants, and

- provide directions, encouragement and corrective instruction to improve techniques.
- 4.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety.
- 4.6. Implement required modifications to activity to ensure participant engagement and comfort, and completion within timelines.
5. Manage safety during activities.
- 5.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare.
- 5.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required.
- 5.3. Respond immediately to adverse participant reactions and hazardous situations.
- 5.4. Complete ongoing risk assessments to minimise risk of injury to participants and others.
- 5.5. Amend activities if risk is unacceptable; cease activities when required.
- 5.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
6. Complete post activity responsibilities.
- 6.1. Debrief participants and encourage discussion on their technique and satisfaction with session.
- 6.2. Notify relevant personnel of activity completion.
- 6.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area.
- 6.4. Document any equipment faults, and incidents including injuries and near misses.
- 6.5. Evaluate the activity through a team debrief and identify improvements for future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS

DESCRIPTION

Reading skills to:

- interpret detailed familiar organisational policies and procedures.

Writing skills to:

- use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.

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| Oral communications skills to: | <ul style="list-style-type: none">• provide clear and unambiguous instructions to participants using language and terms easily understood• ask open and closed probe questions and actively listen to determine participants' understanding of instructions. |
| Teamwork skills to: | <ul style="list-style-type: none">• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants. |
| Planning and organising skills to: | <ul style="list-style-type: none">• organise participants into manageable groups for activities• manage own timing and that of participants to complete activities within organisational service times. |

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>