



Australian Government

SISOCHC002 Set up and supervise 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 supervise activity leaders and 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 complete routine visual inspections of course elements, select and set up a sequence of challenge course activities to meet participant needs and to monitor participation across multiple course elements.

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

It applies to senior activity leaders or challenge course supervisors who work independently using discretion and judgement to manage operational logistics, risk, and any significant problems when they arise.

Leaders and supervisors 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

SISOCHC001 Lead challenge course sessions, low elements

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.*

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|---|--|
| 1. Complete visual inspections. | 1.1. Complete visual inspection of low course elements before commencement of sessions according to organisational schedule and procedures.
1.2. Confirm no obvious damage to low course elements.
1.3. Confirm integrity of safety systems.
1.4. Inspect course site and surrounding area for hazards according to organisational schedule and procedures.
1.5. Complete required organisational reports to confirm safety.
1.6. Report on and escalate issues of immediate concern according to organisational procedures. |
| 2. Prepare low element activities and equipment for participants. | 2.1. Identify characteristics, abilities and needs of participants.
2.2. Select a suitable sequence of low element activities to meet requirements.
2.3. Select activity equipment according to requirements of known participant characteristics and for general admission participants.
2.4. Establish any additional equipment required for low elements; complete safety and serviceability checks and reports. |
| 3. Supervise low element activities. | 3.1. Monitor multiple course elements and performance of spotters and participants.
3.2. Provide corrective instruction of technique through explanation and demonstration, as required.
3.3. Direct and supervise activity leaders to ensure safe and positive conduct of all activities.
3.4. Monitor participant and leader adherence to safety procedures and correct breaches, as required.
3.5. Respond immediately to hazardous situations and promptly assess risks to minimise risk of injury to participants and others.
3.6. Direct leaders to amend activities if risk is unacceptable or cease activities when required.
3.7. Respond to emergency situations according to organisational, emergency response and first aid procedures. |
| 4. Complete post session responsibilities. | 4.1. Dismantle additional equipment, inspect for wear or breakage, tag faults and store in designated.
4.2. Lead debrief with team members to identify sessional |

successes, problems and difficulties.

4.3. Evaluate and report on feedback from leaders and participants.

4.4. Identify and report on any course or equipment maintenance requirements.

4.5. Provide recommendations to improve activities and safety management.

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:	<ul style="list-style-type: none"> interpret detailed familiar organisational policies and procedures.
Writing skills to:	<ul style="list-style-type: none"> use fundamental sentence structure to complete safety and serviceability forms and reports that require factual information produce cohesive reports which clearly represent team and participant feedback and own recommendations through use of persuasive language.
Oral communications skills to:	<ul style="list-style-type: none"> provide clear and unambiguous instructions to leaders and participants using language and terms easily understood ask open and closed probe questions and actively listen to determine leader and participant understanding of instructions.
Self-management skills to:	<ul style="list-style-type: none"> critically evaluate successes and failures of challenge course activities to recommend improvements critically analyse all circumstances and implications to report on safety issues and recommend improved practices.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -

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

