



Australian Government

Assessment Requirements for SISOCHC003 Lead challenge course sessions, high elements

Release: 1

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Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three high element challenge course sessions for a group of participants
- across the three sessions, explain and demonstrate techniques for belaying and negotiating at least four different high elements
- during each session, consistently:
 - manage participant adherence to safety procedures
 - connect participants to belay system using appropriate device and or knots and complete safety checks
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
 - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
 - respond to a total of three different immediate safety risks that have arisen during activities
 - respond to a total of two emergency situations and complete two incident reports
 - complete two reports on equipment faults
- complete two simulated high element rescues to indirectly assist a rescuee to recover and continue through verbal direction
- complete two simulated high element rescues, using safe approach procedures, to directly assist the rescuee to recover and continue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for:
 - completing and documenting safety and serviceability inspections on personal protective equipment
 - safe participant use of high elements
 - emergency response and first aid for high element challenge course sessions
- clothing and footwear suitable for high element challenge course activities

- purpose, features, and correct fit for safety, of personal protective equipment for high element participants:
 - harnesses of different types, advantages and disadvantages
 - climbing helmets
- features of different types of high elements found in challenge courses:
 - common elements:
 - independent elements
 - linked elements
 - those which are specific to the particular course in use
- how characteristics of participants affect the selection of course elements and personal protective equipment:
 - age, size and weight
 - current experience in challenge course activities and skill level
 - fitness level and physical capabilities
 - injuries and medical conditions
 - emotional, behavioural and intellectual ability or disability
- hazards and associated risks for participant use of high elements, and methods used to minimise risk:
 - hazards associated with the structure
 - hazards associated with equipment used to negotiate the element
 - fall protection hazards
 - group management hazards
 - weather related hazards; wind, rain, lightning etc.
- roles and responsibilities of activity leaders and supervisors for high element activities
- communication protocols used between participants and leaders during high element activities:
 - calls
 - hand signals
 - whistles
 - radio
- features, functions and operation of belaying equipment used for high element challenge courses:
 - carabiners
 - rope
 - belay systems
- types of equipment and methods used to attach participants to a high element belay system, including suitable knots that may be used
- techniques used to:
 - negotiate high elements
 - belay others, including appropriate position for belayer

- different techniques used to demonstrate, to participants, high element negotiation and belaying
- appropriateness of different demonstration techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
 - build group cohesion
 - motivate and encourage participants to keep them engaged and challenged
 - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- techniques used for basic high element rescues to include those for:
 - indirect assistance to rescuee to recover and continue through verbal direction
 - direct assistance to rescuee to recover and continue.

Assessment Conditions

Skills must be demonstrated in a challenge course facility where at least four different high course elements are set up.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- a group of participants whom the individual leads
- people who act as rescuees with whom the individual interacts during simulated rescues
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
 - activity modifications for prevailing conditions and participant needs
 - arising safety risks
 - emergency situations
 - equipment faults
- equipment to include:
 - harnesses
 - climbing helmets
 - established anchors or attachment points and belay systems
 - carabiners
- activity plans
- template:

- safety and serviceability checklists
- participant informed consents
- equipment fault reports
- incident reports
- organisational procedures for:
 - completing and documenting safety and serviceability inspections on personal protective equipment
 - safe participant use of high elements
 - emergency response and first aid for high element challenge course sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a challenge course leader where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides -

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