



Australian Government

SISOCHC004 Set up and supervise challenge course sessions, high 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 high 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, to establish belay systems and to monitor participation across multiple course elements. It covers skills for complex rescues.

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

SISOCHC003 Lead challenge course sessions, high 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 high course elements before commencement of sessions according to organisational schedule and procedures.
1.2. Confirm no obvious damage to high 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 high element activities and equipment for participants. | 2.1. Identify characteristics, abilities and needs of participants.
2.2. Select a suitable sequence of high 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 high elements; complete safety and serviceability checks and reports. |
| 3. Set up belay system. | 3.1. Select and assess condition of anchors along course for attachment of safety lines and belays.
3.2. Select harnesses and belay system suitable for the course element, conditions and participant.
3.3. Choose a belay device suitable for the situation and belayer.
3.4. Complete safety and serviceability checks on equipment and action faulty equipment according to organisational procedures.
3.5. Establish participant belays, and self-belays suitable for rescue circumstances.
3.6. Select and tie appropriate knots and rig ropes suitable for load and function within the belay system.
3.7. Verify manufacturers' recommendations, equipment limitations and safety margins, and rig equipment accordingly.
3.8. Complete safety checks on rigging according to organisational procedures. |
| 4. Supervise high | 4.1. Monitor multiple course elements and performance of |

- element activities.
- belayers and participants.
- 4.2. Provide corrective instruction of technique through explanation and demonstration, as required.
 - 4.3. Direct and supervise activity leaders to ensure safe and positive conduct of all activities.
 - 4.4. Monitor participant and leader adherence to safety procedures and correct breaches, as required.
 - 4.5. Respond immediately to hazardous situations and promptly assess risks to minimise risk of injury to participants and others.
 - 4.6. Direct leaders to amend activities if risk is unacceptable or cease activities when required.
 - 4.7. Respond to emergency situations according to organisational, emergency response and first aid procedures.
5. Rescue participants or others from high elements.
- 5.1. Determine appropriate rescue methods and techniques for situation, according to degree of urgency and condition of person in need of rescue.
 - 5.2. Determine roles and responsibilities of others and provide clear and concise instructions throughout rescue.
 - 5.3. Use appropriate approach procedure for element to provide direct rescuee assistance.
 - 5.4. Operate rescue system to lower persons from high elements.
 - 5.5. Provide clear and concise instructions and information to person being rescued.
 - 5.6. Safely and efficiently escape a loaded belay system and transfer from belay device to direct connection to anchor.
6. Complete post session responsibilities.
- 6.1. Dismantle additional equipment, inspect for wear or breakage, tag faults and store in designated.
 - 6.2. Lead debrief with team members to identify sessional successes, problems and difficulties.
 - 6.3. Evaluate and report on feedback from leaders and participants.
 - 6.4. Identify and report on any course or equipment maintenance requirements.
 - 6.5. 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 informationproduce 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 understoodask 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 improvementscritically 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>