



Australian Government

Department of Education, Employment and Workplace Relations

SISOCR302A Conduct a high ropes session

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist in the conduct of programs using independent elements or linked high ropes courses, which require the use of a belay system to keep participants safe.

Application of the Unit

This unit applies to those working autonomously as challenge ropes conductors who assist in the conduct of high rope sessions at sites where they are not personally responsible for the overall maintenance. This may include those working independently only where there are clearly defined operating procedures for the activity involving known routines, methods and procedures, and where assistance is readily available should a non-routine situation arise.

This unit applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

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.

1. Prepare for high ropes session.

- 1.1. Identify different types and uses of ***challenge ropes courses***.
- 1.2. Select appropriate high rope course according to ***participant's needs and characteristics*** and the session's ***aims and objectives***.
- 1.3. Develop a ***plan*** according to ***relevant legislation, organisational policies and procedures*** and participant's needs.
- 1.4. Identify potential ***hazards*** associated with high ropes session and take measures to minimise ***risks***.
- 1.5. Establish a suitable ***communication system*** for participants to use during the session.
- 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan.

2. Set up activity.

- 2.1. Select and fit ***harness*** according to situation and manufacturer's recommendations.
- 2.2. Identify safe attachment points throughout the course and or elements for the attachment of belays and safety lines.
- 2.3. Set up elements requiring ***additional equipment*** according to organisational policies and procedures.
- 2.4. Establish dynamic belay systems where required.
- 2.5. Tie ***knots*** according to the situation.
- 2.6. Select a ***belay device*** that is suitable for the situation and the belayer's ability.

3. Outline belay methods.

- 3.1. Instruct and demonstrate correct personal ***equipment*** fitting and use.
- 3.2. Explain essential components of correct belay technique.
- 3.3. Verify participant understanding of belay technique

ELEMENT	PERFORMANCE CRITERIA
4. Conduct pre-activity inspection.	<p>and safety procedures.</p> <p>3.4. Supervise participants' practice of belay techniques in a low risk situation.</p> <p>3.5. Provide feedback on correct technique, to ensure safety of high ropes course participant and belayer.</p> <p>3.6. Encourage communication between belayer and ropes course participant.</p> <p>3.7. Establish buddy systems to provide support.</p> <p>4.1. Check site and immediate area according to organisational policies and procedures.</p> <p>4.2. Inspect individual elements and perform <i>maintenance tasks</i> according to own ability and responsibility.</p> <p>4.3. Refer maintenance tasks beyond own ability and responsibility to relevant industry specialists.</p> <p>4.4. Check participant's clothing and footwear for suitability prior to participation.</p> <p>4.5. Perform pre-activity check of equipment to ensure that it is in good working order.</p>
5. Conduct high ropes course activities.	<p>5.1. Identify potential hazards and risks to both ropes course participants and belayers associated with each element.</p> <p>5.2. Adjust <i>belay system</i>, where applicable, to ensure the safety of the belayer in the event of a fall.</p> <p>5.3. Monitor individual <i>participant's performance</i> and provide appropriate feedback.</p> <p>5.4. Implement appropriate modifications to activities in regard to all <i>variable factors</i> that are monitored.</p>
6. Perform rescue of high ropes course participant.	<p>6.1. Determine the advantages and disadvantages of possible <i>rescue strategies</i> for individual situations.</p> <p>6.2. Identify situations requiring direct assistance, and apply correct <i>approach procedures</i> for the particular situation.</p> <p>6.3. Select the most appropriate strategy according to the degree of urgency, element features, <i>resources</i>, rescuee status and ability, and personal ability.</p> <p>6.4. Demonstrate an escape from a belay.</p> <p>6.5. Establish a rescue system efficiently and inform other group members of their role.</p> <p>6.6. Operate a rescue system, demonstrating lowering procedures to recover a conscious person from a high</p>

ELEMENT**PERFORMANCE CRITERIA**

- ropes element with assistance from rescuer.
7. Conclude session.
- 7.1. Debrief the activity according to activity aims, objectives and own skills and abilities.
 - 7.2. Evaluate *relevant aspects* of the session and identify potential areas of improvement for future sessions.
 - 7.3. Dismantle, inspect and store equipment according to organisational policies and procedures.
 - 7.4. Prepare reports on the use of the course, and suggested maintenance and modifications, where applicable.

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 high ropes sessions that meet their needs
 - convey information about the safety aspects of the sessions
 - outline belay and rescue techniques
 - interact with participants to create a safe and positive environment
- problem-solving skills to:
 - plan a suitable session according to participant's needs and abilities
 - make decisions regarding potential hazards and impact of weather conditions
 - respond appropriately to non-routine situations
- planning and organising skills to:
 - source, allocate and coordinate suitable high ropes course and additional equipment for the participants
 - conduct relevant safety checks and inspection of course before use
 - organise participants into manageable groups for activities
 - observe and monitor participants and belayers to ensure safety
- language and literacy skills to:
 - produce plans
 - complete post-session participant and self evaluations
 - prepare reports detailing the use of the course and required maintenance
- personal high ropes and belaying skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid, rescue and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to ensure safe and non-discriminatory conduct throughout high ropes session
- site and course specific information to enable safe and effective planning, minimal environmental impact, and management of potential hazards, risks and any special restrictions applying to the site
- course and equipment characteristics, function and operation, and factors affecting selection, use and maintenance
- clothing and footwear requirements for safe conduct and participation in high ropes session
- methods of moving through a high ropes course and common communication systems used between participants to reduce risk
- principles of belay systems and devices to ensure safety throughout high ropes session

- rescue techniques used in various high ropes situations
- knots and their limitations in different circumstances
- weather and environmental information to ascertain possible conditions and their affect on the session
- emergency and safety procedures to negotiate potential hazards and risks relevant to the course to ensure safety of self and participants.

Evidence Guide

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.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans within activity constraints and selects appropriate high ropes course suitable to participant's needs and characteristics
- conducts thorough pre-activity inspections of course and individual elements and carries out appropriate maintenance, according to level of responsibility, and prepares reports accordingly
- outlines and supervises belay and rescue techniques and determines their suitability to the course, elements and individual needs
- applies effective contingency management techniques to deal with a range of hazards and risks that commonly arise during challenge ropes sessions
- encourages and responds to feedback and evaluates and reflects on own leading performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of multiple of high ropes activities that reflect the needs of a range of participants to demonstrate competency and consistency of performance.

Assessment must ensure access to:

- a suitable high ropes course with a minimum of five elements, including a variety of standard high ropes course elements that require belaying
- a group of participants to take part in the high ropes session
- resources and information regarding participants and course to accurately plan, lead and document activities for a variety of participants
- high ropes equipment, such as helmets, harness, karabiners, belay ropes, belay devices, static belay tapes or ropes and ladders.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of adequate pre-activity checks of high ropes course to ensure it is undamaged and free from hazards
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all activities during session
- observation of demonstrating high ropes techniques, including belaying and rescuing and dealing with contingencies such as changing weather conditions and equipment failure
- review of session plan and reports on course use and maintenance
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.

Challenge ropes courses may include:

- high elements
- low elements
- linked elements
- independent elements.

Participant's needs and characteristics may include:

- age
- cultural factors
- situational factors
- previous experience
- injuries and illnesses
- physical
- emotional
- psychological.

Aims and objectives may include:

- developing high rope skills
- education
- development
- therapy
- fitness targets
- recreation.

Plan may include:

- session's aims and objectives
- date, time and duration
- location or course site
- set up requirements
- coach or staff and participant ratios
- equipment and resources
- weather details
- safety requirements.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- use and maintenance of course and equipment
- communication protocols

- confidentiality of participant information
 - operational procedures for specific high ropes course
 - ratios
 - code of ethics.
- Hazards** may include:
- temperature extremes
 - slippery or unstable terrain
 - dangerous animals and insects
 - stinging trees and nettles
 - dense vegetation
 - group management hazards.
- Risks** may include:
- hypothermia
 - heat exhaustion
 - injuries
 - exhaustion
 - lost party or party member
 - equipment and course failure.
- Communication system** may include:
- verbal
 - radio
 - hand signals
 - whistles.
- Relevant sources** may include:
- Bureau of Meteorology
 - media
 - land managers or agencies
 - local knowledge.
- Weather and environmental information** may include:
- satellite images
 - daily and weekly forecasts
 - maximum and minimum temperatures
 - event warnings
 - river level
 - synoptic charts
 - high and low tide predictions.
- Harness** may include:
- thigh loop sit harness
 - improvised harness
 - chest harness
 - full body harness.
- Additional equipment** may include:
- ladders
 - hand ropes
 - swing ropes
 - detachable elements
 - pulleys

- eye bolts
 - swaging devices
 - wire rope grips
 - shackles
 - thimbles
 - rigging screws
 - turnbuckles
 - staples
 - camming devices
 - karabiners.
- Knots*** may include:
- end of rope knots
 - friction knots
 - joining knots
 - tape knot.
- Belay device*** may include:
- auto locking devices
 - plate devices
 - tubular devices.
- Equipment*** may include:
- helmets
 - harness
 - karabiners
 - belay ropes and devices
 - static belay tapes or ropes
 - ladders.
- Maintenance tasks*** may include:
- removal of hazards:
 - fallen branches
 - loose rocks
 - spider webs.
- Belay systems*** may include:
- static belay
 - dynamic belay.
- Participant's performance*** may include:
- use of appropriate communication system
 - course participation
 - belaying techniques
 - rescue techniques
 - safety precautions
 - attitude
 - negotiation of hazards
 - use of equipment.
- Variable factors*** may include:
- change of weather
 - rope course and or equipment failure
 - participant's needs
 - conditions.

- Rescue strategies*** may include:
- indirect assistance of rescuee through verbal direction
 - direct assistance of rescuee to recover and continue elements
 - direct assistance of rescuee to lower from course to ground.
- Approach procedures*** may include:
- via course from start or finish of course
 - from mid-course access point and via elements
 - ascending ladder to element
 - ascending rope to element.
- Resources*** may include:
- ladder
 - rescue rope
 - pulley
 - Prusik loops
 - pliers
 - knife.
- Relevant aspects*** may include:
- objectives
 - planning process
 - activity site
 - weather
 - equipment selection
 - clothing selection
 - food selection
 - instructional content
 - instructional technique
 - assessment technique
 - group feedback
 - directing techniques
 - rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Challenge ropes