



Australian Government

Department of Education, Employment and Workplace Relations

SISOCLN409A Instruct top rope climbs on natural surfaces

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct top rope climbing on natural surfaces. This unit focuses on planning, instructing and evaluating an instructional climbing session to enable participants to achieve the skills and knowledge required to participate independently in routine top-rope climbing on natural surfaces. This includes establishing anchors using fixed or natural anchors.

Application of the Unit

This unit applies to those working as climbing instructors in a range of top rope natural conditions.

This unit may also apply to 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. Plan a climbing session.	1.1. Establish <i>participant's needs and characteristics</i> . 1.2. Assess participant's current climbing knowledge in order to determine the <i>session's aims and objectives</i> . 1.3. Determine an appropriate <i>instructional plan</i> according to participant's needs and characteristics. 1.4. Develop a <i>climbing plan</i> according to participant's needs and characteristics, <i>relevant legislation</i> and <i>organisational policies and procedures</i> . 1.5. Identify potential <i>hazards</i> associated with climbing on restricted <i>natural surfaces</i> and minimise <i>risks</i> , according to organisational policies and procedures. 1.6. Access <i>relevant sources</i> to interpret detailed <i>weather and environmental information</i> and determine <i>contingency plans</i> .
2. Select and organise equipment and resources.	2.1. Select and access <i>equipment</i> and <i>resources</i> according to <i>contextual issues</i> and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability, according to manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and <i>relevant information</i> about the climbing session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and <i>feedback</i> as required during the session. 3.3. Establish a suitable <i>communication system</i> for participants to use while climbing and belaying. 3.4. Inform participants of known and anticipated hazards, <i>safety checks</i> and appropriate behaviour.

ELEMENT**PERFORMANCE CRITERIA**

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|--|---|
| | 3.5. Check and confirm participants are properly equipped for the session. |
| 4. Instruct a top rope climbing session. | <ul style="list-style-type: none">4.1. Conduct introductory activities for participants to reduce the risk of injury.4.2. Monitor individual <i>participant's performance</i> during climbing session.4.3. Provide positive encouragement and or feedback to each participant throughout session and encourage feedback and questioning.4.4. Apply clear and accurate <i>instructional techniques</i> to impart <i>activity specific knowledge, top rope climbing skills</i> and <i>safety and rescue procedures</i>.4.5. Observe participants during climbing and belaying and adjust or refine individual and or group technique as required.4.6. Inform participants of <i>opportunities</i> to further develop their climbing skills and knowledge. |
| 5. Complete post session responsibilities. | <ul style="list-style-type: none">5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.5.3. Evaluate <i>relevant aspects</i> of climbing session, and determine the level of learning achieved.5.4. Identify potential areas of improvement for future climbing instructional sessions. |

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 a climbing session that meets their needs
 - convey information about the safety aspects of the session
 - interact with participants to create a safe and positive climbing environment
- problem-solving skills to:
 - plan a suitable climbing session according to participant's needs and characteristics
 - address participant difficulties in developing climbing techniques
 - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
 - source, allocate and coordinate resources, equipment and a restricted natural pitch suitable for the participants
 - monitor and evaluate progress
 - organise participants into manageable groups for climbing and belaying
- language, literacy and numeracy skills to:
 - produce climbing and instructional plans for the climbing session
 - perform basic calculations to determine equipment needs based on height of pitch
 - complete post session participant and self evaluations
 - apply for permission or permits to use a restricted natural climbing site to instruct a group
- instructional techniques to suit a range of participant's needs and characteristics
- efficient and effective personal climbing skills to demonstrate and explain climbing and belaying techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing climbing on natural surfaces.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of climbing session
- information about local site to assist in the planning process and enable management of potential climbing hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for climbing on restricted natural surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for climbing activities to ensure comfort and

safety

- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during restricted climbing on natural surfaces
- belay systems, devices, knots and anchors appropriate for climbing on top rope natural sites
- technical climbing knowledge, such as techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards that may be experienced in a natural climbing environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

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 and delivers precise relevant information, explanations and demonstrations for top rope climbing session to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants, provides constructive feedback and intervention and modifies instructional techniques and or activities to improve climbing performance
- encourages and responds to feedback from participants and evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure instruction of climbing activities, using a variety of instructional techniques that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, instruct and document climbing sessions for a variety of participants
- instructional tools such as videos, DVDs, televisions, whiteboards, books, magazines, handouts and the internet
- a top rope natural climbing site with clearly defined operating procedures, suitable for the conduct of instructional sessions
- a group of participants to take part in the climbing session
- equipment such as harnesses, helmets, belay devices, ropes, karabiners, chalk, protection, climbing shoes, food and water, and safety and first aid equipment.

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:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all climbing activities during the session
- observation of safe climbing instruction, monitoring and adjustment according to participant's needs and characteristics
- review of climbing session plans
- third-party reports from a supervisor detailing performance.

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

- SISOVTR301A Perform vertical rescues
- SISOCLN303A Establish belays for climbing on natural surfaces.

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.

Participant's needs and characteristics may include:

- age
- fitness level and physical capabilities
- climbing skills and knowledge
- injuries and illnesses.

Session's aims and objectives may include:

- developing climbing on natural surface skills
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- top rope climbing activities and drills
- duration of activities and drills.

Climbing plan may include:

- session's aims and objectives
- date, time and duration
- location or site
- instructor and participant ratios
- resources and equipment
- weather details
- participant information:
- safety requirements
- risk management plan
- relevant legislation and organisational policies and procedures.
- rescue equipment
- rescue and evacuation plan.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- risk management procedures
- occupational health and safety
- time and budget constraints
- use and maintenance of equipment
- communication protocols
- confidentiality of participant information

- instructor and participant ratios
 - code of ethics.
 - temperature extremes
 - slippery or unstable terrain
 - dangerous animals and insects
 - stinging trees and nettles
 - dense vegetation
 - group management hazards.
- Hazards** may include:
- Natural surfaces** may include:
- boulders
 - cliffs.
- Risks** may include:
- hypothermia
 - heat exhaustion
 - injuries
 - exhaustion
 - lost party or party member
 - equipment failure.
- 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
 - weather warnings
 - event warnings
 - river levels
 - synoptic charts
 - high and low tide predictions.
- Contingency plans** may include:
- poor communication conditions
 - injuries
 - escape or retreat options
 - off route possibilities.
- Equipment** may include:
- climbing equipment
 - safety equipment
 - rescue equipment.
- Resources** may include:
- food and water
 - teaching aids.
- Contextual issues** may include:
- weather conditions, including times
 - season
 - transport
 - location

- Relevant information** may include:
- trip distance and duration
 - group objectives
 - group size.
 - equipment requirements, selection and use
 - safety procedures
 - risk prevention
 - possible hazards
 - risk management
 - lead climbing and belaying techniques
 - communication
 - objectives
 - rules and codes
 - responsible and safe behaviour.
- Feedback** may include:
- information on participant progress
 - any improvements needed
 - verbal
 - written
 - visual.
- Communication system** may include:
- calls
 - radio
 - hand signals
 - whistles.
- Safety checks** may include:
- A - anchors - secure and suitable to application
 - B - buckles - locked as per manufacturers recommendations
 - C - connectors - locked, secured and orientated
 - D - devices - threaded correctly and secured
 - E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
 - F - friend - cross check.
- Participant's performance** may include:
- use of appropriate communication system
 - top rope climbing technique
 - belaying technique
 - attitude and behaviour
 - negotiation of hazards
 - use of equipment.
- Instructional techniques** may include:
- sequence of instruction:
 - simple to complex
 - part to whole
 - chronological

- known to unknown
- D.E.D.I.C.T:
 - demonstrate
 - explain
 - demonstrate
 - instruct
 - critique
 - test
- E.D.I.C.T:
 - explain
 - demonstrate
 - instruct
 - critique
 - test
- I.D.E.A:
 - introduce
 - demonstrate
 - explain
 - apply

Activity specific knowledge may include:

- relevant legislation
- organisational policies and procedures
- establishment of anchors and ropes
- factors to consider when planning a climb
- minimal impact practices
- risk and hazard management
- equipment selection, use and maintenance
- communication systems used in climbing.

Top rope climbing skills may include:

- top rope belaying techniques
- establishment of ropes for top rope climbing
- use and knowledge of different climbing techniques
- knots appropriate to top rope climbing
- rescue procedures relevant to top rope climbing
- communication between climber and belayer
- negotiation of hazards and ensure safety of self and group
- use and maintenance of equipment.

Safety and rescue procedures may include:

- emergency response procedures
- group management in emergency situations
- relevant legislation
- organisational policies and procedures

Opportunities may include:

- emergency response equipment
- understanding of safety practices.
- locations suitable to skill level
- range of equipment and clothing available
- climbing clubs or groups in the local area.

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

Climbing natural surfaces