



Australian Government

Department of Education, Employment and Workplace Relations

SISOCR404A Supervise a high ropes session

Release: 2

SISOCR404A Supervise a high ropes session

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently conduct and supervise programs using independent elements or complete high ropes courses, which require the use of a belay system to keep participants safe. It includes the selection of anchors and the establishment of belays for personal and participant safety.

Application of the Unit

This unit applies to those working autonomously as challenge ropes supervisors who conduct and supervise high ropes sessions at sites where they are not personally responsible for the overall maintenance. This may include those who work for private clubs, outdoor adventure companies, school outdoor education programs and camps, and apply their skills and knowledge to a broad variety of high ropes courses and elements, including non-routine situations.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

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

Pre-Requisites

SISOCR302A Conduct a high ropes session

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 for high ropes session.	1.1. Develop a <i>session plan</i> according to <i>participant's needs and characteristics, relevant legislation and organisational policies and procedures</i>. 1.2. Check adequacy of human and physical resources prior to commencement. 1.3. Identify an appropriate high ropes course and select elements according to the session's <i>aims and objectives, contextual issues</i>, relevant legislation and organisational policies and procedures. 1.4. Identify potential <i>hazards</i> associated with high ropes session and take measures to minimise <i>risks</i>. 1.5. Access <i>relevant sources</i> to interpret detailed <i>weather and environmental information</i> to determine activity plan. 1.6. Determine <i>food and water requirements</i> according to <i>principles of nutrition</i> and contextual issues. 1.7. Implement procedures to minimise <i>environmental impact</i> on the site and elements. 1.8. Establish a suitable <i>communication system</i> for participants to use during the session.
2. Program a suitable sequence of activities.	2.1. Identify <i>factors</i> affecting the achievement of participant goals, as a group and as individual members of a group, while using high ropes course elements. 2.2. Develop and implement strategies to facilitate group cohesion, trust and goal achievement. 2.3. Select a <i>sequence of activities</i> suitable to the needs of the participants.
3. Set up elements.	3.1. Set up elements requiring <i>additional equipment</i> according to organisational policies and procedures. 3.2. Assess the condition of <i>anchors</i> and select anchors for self belay and belay of others, according to the

ELEMENT	PERFORMANCE CRITERIA
	requirements of the session.
	3.3. Attach to and load anchors according to manufacturer's recommendations.
	3.4. Establish belay systems where required.
4. Conduct pre-activity inspection.	4.1. Check site and immediate area according to organisational policies and procedures.
	4.2. Inspect individual elements and perform maintenance tasks according to own ability and responsibility.
	4.3. Refer maintenance tasks beyond own ability and responsibility to relevant industry specialists.
	4.4. Check participant's clothing and footwear for suitability prior to participation.
	4.5. Perform pre-activity check of equipment to ensure that it is in good working order.
	4.6. Identify situations where the use of an improvised, chest or full body harness may be required.
5. Supervise high ropes course activities.	5.1. Provide information and instructions to participants and assisting staff according to organisational policies and procedures and participant's needs.
	5.2. Implement strategies to reduce risks associated with individual elements.
	5.3. Supervise assisting staff and participants in the activity and ensure it is conducted in a safe and positive manner.
	5.4. Respond to non routine and emergency situations according to organisational policies and procedures and contingency management plan.
6. Perform rescue of high ropes course participant.	6.1. Determine the advantages and disadvantages of possible rescue strategies for individual situations.
	6.2. Identify situations requiring direct assistance, and apply correct approach procedures for the particular situation.
	6.3. Select the most appropriate strategy according to the degree of urgency, element features, resources , rescuee status and ability, and personal ability.
	6.4. Demonstrate an escape from a belay.
	6.5. Establish a rescue system efficiently and inform other group members of their role.
	6.6. Construct and demonstrate the use of an improvised chest harness in a rescue situation.
	6.7. Operate a rescue system, demonstrating lowering

ELEMENT**PERFORMANCE CRITERIA**

and raising procedures, to recover a conscious and unconscious person from a high ropes element with assistance from others who are unskilled in rescue techniques.

7. Conclude activity.

- 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 additional 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
 - interact with participants and assistants
 - create a safe and positive environment
- problem-solving skills to:
 - plan suitable sessions 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 assistants to ensure safety
 - adjust or modify aspects of program to achieve aims and objectives
- 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
- 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 enable 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 additional equipment characteristics, function and operation, and factors affecting selection, use and maintenance
- clothing and footwear requirements to enable safe participation in high ropes session
- methods of moving through a high ropes course, suitable sequencing, and belaying techniques to achieve aims and objectives
- 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 certain circumstances
- weather and environmental information to ascertain possible conditions and their affect on the session
- group management and common communication systems used between participants and assistants to reduce risk throughout high ropes 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
- observes and monitors participant and assistant participation thoroughly to ensure program is suitable to their needs and characteristics and meets intended aims and objectives
- 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 performance to identify strengths.

Context of and specific resources for assessment

Assessment must ensure supervision of high ropes activities, including belay and rescue techniques, that reflect the needs of a range of participants to demonstrate competency and consistency of performance.

Assessment must ensure access to:

- a minimum of two different high ropes courses, each with a minimum of five elements, including a variety of standard high ropes course elements that require a variety of belay techniques
- a group of participants to take part in the high ropes session
- assistants where required
- resources and information regarding participants and course to accurately plan, supervise and document activities for a variety of participants
- additional high ropes equipment, such as helmets, harness, karabiners, belay ropes, belay devices, static belay tapes or ropes, ladders 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:

- 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 supervision of participants and assistants throughout the activity including 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.

Session plan may include:

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

Participant's needs and characteristics may include:

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

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental 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
- ratios and supervision requirements
- code of ethics.

Aims and objectives may include:

- self improvement
- personal development
- meeting people
- team and trust building
- personal, team and or business goals and standards
- overcoming fears and anxieties

- Contextual issues** may include:
- problem solving
 - adventure and recreation.
 - weather conditions, including times
 - season
 - transport
 - location
 - trip distance and duration
 - group objectives
 - group size.
- Hazards** may include:
- 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.
- 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.
- Food and water requirements** may include:
- menu planning and preparation
 - range of foods.
- Principles of nutrition** may include:
- food groups
 - dietary guidelines
 - essential nutrients
 - food preparation and safe food handling and hygiene practices
 - individual food requirements and allergies.
- Communication system** may
- calls

include:

- radio
- hand signals
- whistles.

Environmental impact may include:

- compaction of soil, flora, soft fall material
- erosion
- disturbance of fauna or flora
- modification or reduction of aesthetic value.

Factors may include:

- level of commitment
- trust
- co-operation
- program aims and objectives
- group size
- group and individual fitness and abilities
- stage of group formation
- activity sequence.

Sequence of activities may include:

- warm up activities
- stage of group formation
- individual and group goals.

Additional equipment may include:

- ladders
- hand ropes
- swing ropes
- pulleys
- detachable elements
- ropes
- wire ropes
- helmets
- harness
- karabiners
- belay devices
- eye bolts
- swaging devices
- wire rope grips
- shackles
- thimbles
- rigging screws
- turnbuckles
- staples
- camming devices
- cows tails or crab claws.

Anchors may include:

- trees
- fixed.

- Belay systems** may include:
- static belay
 - dynamic belay.
- Maintenance tasks** may include:
- cover frayed wire rope ends
 - replaced frayed or damaged rope
 - tighten loose nuts, such as on wire rope grips
 - removal of hazards.
- Non-routine and emergency situations** may include:
- frozen participant
 - injured participant
 - equipment jam
 - participant not connected to belay.
- Rescue strategies** may include:
- lowering
 - assisted rescue
 - use of ladders
 - use of single rope technique
 - cut-away rescue.
- Approach procedures** may include:
- via course from start or finish of course
 - from mid-course access point and via elements
 - ascending rope to element
 - ascending ladder to element.
- Resources** may include:
- ladder
 - rescue rope
 - pulley
 - Prusik loops
 - pliers
 - knife
 - spare karabiners.
- 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