

SKILLS ASSESSMENT CHECKLIST - Ropes course



The PACI high ropes course is intended to impart practical skills and knowledge to enable a person to conduct high ropes sessions within an established OH&S framework. Training must be conducted as outlined in this document.

Training plan

Nominal duration = 36 hours (4 days) – consists of a combination of theory and practice
 Maximum trainees = 8
 Recognition: Successful trainees will receive a nationally recognised statement of attainment + photo ID card

Overview of training:

- OHS legislation and Australian standards in relation to working at height
 - Qld WH&S Act and Regulation (when working within the State of Qld)
 - AS 1891.4
- Hazard identification
- Briefings (content & appropriateness to client group)
- Belay systems
- Safety calls
- Selecting and checking equipment for faults/defects
- Supervising low ropes activities
- Supervising high ropes activities
- Using double lanyards ('lobster claws')
- Abseiling skills
- Ladder climbing skills
- Rescue procedures

LEARNING AND ASSESSMENT STRATEGY:

	PROGRAM AREA						
Evidence gathering techniques	Knowledge of ropes course equipment & procedures	Checking, fitting & adjusting equipment	Using belay systems / safety calls	Responding to an emergency situation	Make logistical arrangements to support the training	Controlling & supervising a low ropes course activity	Controlling & supervising a high ropes course activity
Observation of practical exercise		✓	✓	✓	✓	✓	✓
Written test	✓	✓	✓				
Oral questioning	✓	✓	✓	✓	✓	✓	✓
Report/project							
Simulation / scenario		✓		✓		✓	✓

Trainer competency:

1. Trainers will be qualified to Certificate IV Workplace Training & Assessment (or equivalent); and
2. Trainers will have competency at least to the level being assessed.

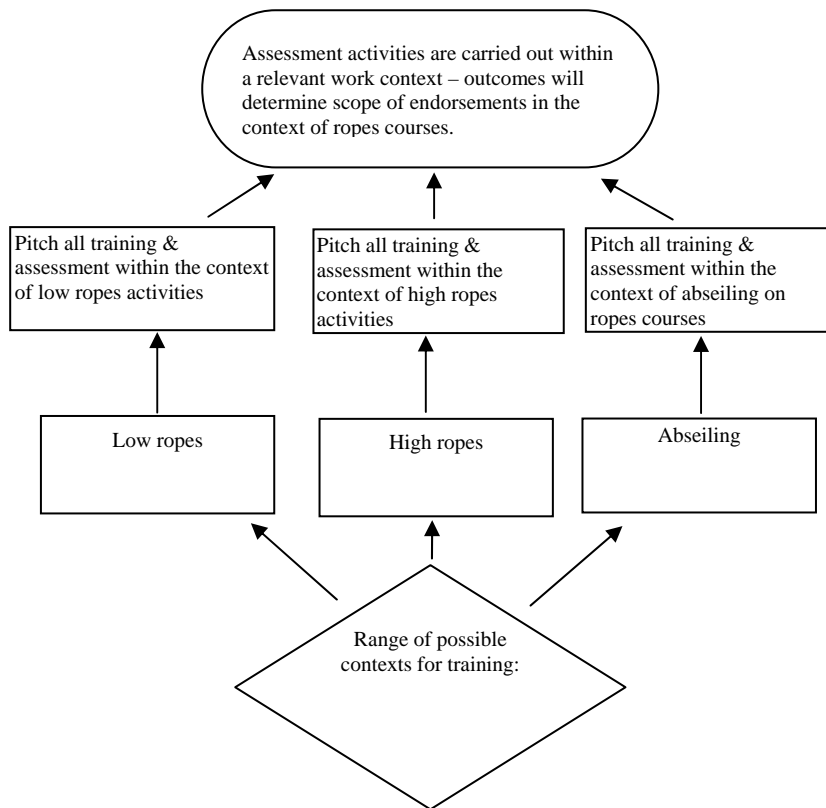
CONTEXT FOR TRAINING AND ASSESSMENT

All training and assessment must occur within a context that is relevant and realistic for the trainees.

For the purposes of this course, the context is artificial climbing walls.

Training must consist of a combination of theory AND practical training activities – courses that consist only of pure theory based instruction are not permitted.

An accurate determination of the trainees needs must be made and then training is adjusted (ie tuned) to meet those needs.



Typical sequence of training: (schedule may vary; dependant on individual learning ability)

Day 1 (07:45 - 17:30)

[] Theory

- Welcome and intros
- Course objectives
- Responsibilities and duties of a ropes course leader
- Course timetable
- OHS obligations (contextualise to each State/Territory)
 - Indoor climbing wall is a workplace
- Court case example
 - (refer to '4 in 1 fitness centre' prosecution in NSW – Jade Frances case in 1996)
- The Jade Frances case has set a precedent in NSW regarding appropriate method of *attaching participants to a rope* – that is – both a locking carabiner AND tying the rope directly to the harness (as outdoor lead climbers do).
- Clipping in with a single locking carabiner is an unacceptable method
- Belay techniques
 - Numerous near misses with poor belaying techniques
 - Greatest risk exists during lowering (not while climbing up)
 - Auto/self locking belay devices are recommended but not 100% foolproof
 - All participants must be instructed in the proper use of the facilities belay system
 - The instructor must assess the competence of the participant in belaying
 - ongoing supervision is important, particularly with young children
- Children under the age of 12 should not be permitted to operate the belay systems unsupervised
- During organised school activities, PACI advocates a double belay person technique – one person is the 'primary' belayer and the other person is the backup belayer. The backup belayer simply holds the rope with both hands and remain constantly alert and attentive.

[] Practical

- briefings (content and structure)
 - the briefing will impart important safety instructions to participants
- belay procedures
- safety calls
- emergency response - types of situations that could occur
 - 'Frozen' climber
 - Rapid or out-of-control descent (while lowering)
 - Panicking climber – fear of falling off or letting go to be lowered
 - Stuck or jammed belay system
 - Pendulum/swinging falls (avoid climbing diagonally)

Theory

- welcome and intros
- course objectives
- course training plan / timetable
- WH&S obligations
- responsibilities of a ropes course leader
- equipment (selection, use & maintenance)
- assessing and controlling risks

Practical

- fitting & adjusting personal equipment
- checking equipment to ensure fitness for use
- using portable ladder to access high ropes elements
- using a double lanyard (aka 'lobster claws')
- safety calls
- mobility across elements at height
- abseiling skills

DAY 2 (08:00 - 17:00)

Theory

Practical

- rescue skills
- development of personal skills
- conducting low ropes activities (role-plays)
- conducting high ropes activities (role-plays)

DAY 3 (08:00 - 17:00)

Theory

Practical

- development of personal skills
- recap of rescue skills
- conducting high ropes activities (role-plays)

DAY 4 (08:00 - 17:00)

Theory

Practical

- appraisal and recommendations for improvement
- recap of key skills
- debrief, then briefing for final assessment

[] Final assessment

Each person will be assessed. To achieve competency, a person must:

1. Deliver an adequate briefing
2. Demonstrate skills - eg belay technique, mobility at height, safety calls and their application
3. Check equipment to ensure fitness for use - (check belay systems and ropes to ensure correct function, and free of damage)
4. Conduct a high ropes activity (to be role played within a class simulation)
 - 4.1 Distribute & fit equipment
 - 4.2 Intervene where necessary to maintain safety
 - 4.2 Ensure sufficient time for enjoyment of the activity
 - 4.3 Correct faults and offer suggestions to improve participant enjoyment
 - 4.4 Answer questions from participants
5. Respond to emergencies
 - 5.1 frozen or stuck participant
 - 5.2 stuck or jammed belay system
6. Debrief of the activity

[] Course administration

- sign paperwork
- passport photos
- obtain course feedback

Each person will be assessed. To achieve competency, a person must:

1. Deliver an adequate participant briefing
2. Ability to demonstrate skills - eg belay technique, climbing techniques, safety calls and their application
3. Check equipment to ensure fitness for use - (check belay systems and ropes to ensure function, and free of damage)
4. Conduct a climbing activity (to be role played within a realistic class simulation)
 - 4.1 Intervene where necessary to maintain safety
 - 4.2 Ensure sufficient time for enjoyment of the activity
 - 4.3 Correct faults and offer suggestions to improve participant enjoyment
 - 4.4 Answer questions from participants
 - 4.5 Conduct activity within agreed time limits (use time taken as feedback)
5. Respond to emergencies
 - 5.1 frozen or stuck climber
 - 5.2 stuck or jammed belay system
 - 5.3 pendulum/swinging falls – potentially serious situation

6. Debrief of the activity

[] Course administration

- sign paperwork
- passport photos
- obtain course feedback

Note:

Successful trainees will receive a statement of attainment & photo ID card.

UNITS OF COMPETENCY

The following list represents the complete cluster of units that define a PACI ropes course leader.
Note: Not valid on natural cliffs, or artificial climbing surfaces.

Details of units are at www.ntis.gov.au

UNIT CODE	UNIT TITLE	PRE-REQ's	ASSESSMENT INSTANCES
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Core units

SRXEMR001A	Respond to emergency situations	Nil	2 simulated emergencies
SRXFAD001A	Provide first aid	Nil	Until next renewal due
SRXINU002A	Apply sport and recreation law	Nil	Over period of time
SRXOHS001B	Follow defined OH&S policy and procedures	Nil	Over period of time
SRXRIK001A	Undertake risk analysis of activities	SRXOHS001B	More than 1 activity
SROODR001A	Apply basic outdoor recreational logistics	Nil	2 different locations
SROODR002A	Plan outdoor recreation activities	Nil	3 different locations
SROODR005A	Guide outdoor recreation activities	SRXFAD001A SRXRIK001A	Over 3 occasions
SROOPS001B	Implement minimal environmental impact practices	Nil	2 different locations
SROOPS002B	Plan for minimal environmental impact	Nil	3 different locations

Abseiling units

SROABA001A	Demonstrate simple abseiling skills on artificial surfaces	SROODR001A SROOPS001B	2 abseil descents
SROABA002A	Apply single pitch abseiling skills on artificial surfaces	SROABA001A SROODR002A SROOPS002B	3 abseil descents
SROABA003A	Establish ropes for abseiling on artificial surfaces	SROODR002A SROOPS002B	Over 3 setups

Ropes course units

SROCRP001A	Conduct a low ropes session	SROODR002A SROODR005A SROOPS002B SRXRIK001A	Over 2 sessions Using 5 low elements
SROCRP002A	Conduct a high ropes session	SROODR002A SROODR005A SROOPS002B SRXRIK001A	Over 2 sessions Using 5 high elements

Vertical rescue units

SROVTR001A	Perform vertical rescues	SROODR002A	Over 3 scenarios
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Course start: _____

Course finish: _____

Assessor: _____

Location: _____

Trainees

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Note to assessor: A tick placed in each box indicates that competency has been achieved.

ASSESSMENT CHECKLIST Note: A tick placed in each box indicates that competency has been achieved.

SKILL	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8
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1.0 Logistics & Environment Units: SROODR001A & SROOPS001B

These criteria must be assessed prior to any belaying, climbing and abseiling.

1.1 Pre-Course information <input type="checkbox"/> confirmation that all students received information and complied with requirements								
1.2 Personal protective equipment <input type="checkbox"/> wearing appropriate clothing for the training? <input type="checkbox"/> PPE meets site policy? <input type="checkbox"/> appropriate footwear is worn (no barefoot climbing)								
1.3 Workplace procedures <input type="checkbox"/> Site rules are located and complied with								
1.4 Environmental policy <input type="checkbox"/> facilities written policy able to be located & read? <input type="checkbox"/> complied with?								
1.5 Native flora and fauna <input type="checkbox"/>								
1.6 Sand/particle build up in belay system <input type="checkbox"/> measures are taken to avoid contaminants entering into the belay mechanism								
1.7 Helmets <input type="checkbox"/> chin straps are securely fastened <input type="checkbox"/> helmets fit the participants head								

2.0 Briefings

2.1 Deliver an adequate briefing <input type="checkbox"/> appropriate content and duration								
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3.0 Belay procedures

3.1 Demonstrated competency in belaying <input type="checkbox"/> using facilities devices								
3.2 Use of safety calls <input type="checkbox"/> correct application & interpretation of calls								

5.0 Ladders

5.1 Ladder climbing skills <input type="checkbox"/> 3 points on <input type="checkbox"/> body within stiles (legs) of ladder <input type="checkbox"/> foot ladder before climbing <input type="checkbox"/> secure ladder to avoid instability								
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SKILL	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8
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6.0 Supervise and conduct a low ropes session

6.1 Demonstrate ability to conduct and supervise a low ropes session								
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7.0 Supervise and conduct a low ropes session

7.1 Demonstrate ability to conduct and supervise a low ropes session								
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8.0 Rescue procedures

8.1 Demonstrate ability to respond to emergencies at height								
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KEY ✓ = Competent NYC = Not Yet Competent NA = Not assessed

Note: This assessment instrument must be held on file for at least 30 years.