

## Curriculum activity risk assessment

# Challenge Low Ropes and Group Activities

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## Activity scope

This document relates to student participation in Low Ropes and built Group Activities as a curriculum activity.

Low ropes and group activities enable students to participate in activities which are challenging, which help build self-confidence, determination, cooperation and decision-making skills, and which develop physical attributes such as balance and flexibility.

The safe conduct of these activities requires the use of spotters in order to protect the participant's upper body and head from heavy contact with the ground.

*Low ropes* refers to any activity that requires an individual or pair to complete an element conducted on a purpose-built facility for which the appropriate safety is achieved through safe and effective spotting.

*Group activities* refers to any activity undertaken by a small to large group conducted on a purpose-built facility for which the appropriate safety is achieved through safe and effective spotting.

It is highly recommended that the [Queensland Adventure Activity Standards](#) are referred to when planning this activity.



## Risk level

The actual risk level will vary according to the specific circumstances of the activity and these **must** be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:

- Which students will be involved?
- What will the students be doing?
- What will the students be using?
- Where will the students be?
- Who will be leading the activity?

Risk level		Action required / approval
<input type="checkbox"/>	Medium	Some chance of an incident and injury requiring first aid
		<input checked="" type="checkbox"/> Record controls in your planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i> . <input checked="" type="checkbox"/> Consider obtaining parental permission.

Teachers/leaders:

Activity description:

Start date:

Finish date:

No of students (approx.):

Class groups:

Supervision ratio (approx.):



Queensland Government

Listed below are the minimum recommendations for this type of activity. For any items checked “No”, provide further information on the additional or alternate controls to be implemented for the safe conduct of the activity.

## Minimum supervision

Adequate adult supervision is to be provided. In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity. If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. [Blue Card](#) requirements **must** be adhered to.

Registered teacher with minimum qualifications as outlined below

**OR**

An adult with minimum qualifications as outlined below, in the presence of a registered teacher

In addition to the teacher or leader, other supervisors should be selected from those most suitable for this particular activity. Before they depart, the supervisors should be informed of their role, potential hazards and precautions to be taken.

When planning any outdoor activity, the ratio of qualified, experienced leaders to dependent participants needs to be considered. In certain situations, judgement may dictate smaller or larger numbers of participants per leader.

Several variables can affect this decision, including but not limited to:

- nature of the challenge ropes course elements
- line of sight and sound for supervision
- outcomes of the risk management process
- leaders' experience
- participants' expected capabilities (i.e. experience, competence, fitness)
- conditions (environment, weather)
- belay system and transfer (dynamic, static or continuous)
- planned duration of the activity
- number of participants and optimum group size
- remoteness of the activity
- suitability and availability of equipment.

Further information:

## Minimum qualifications

*The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.*

Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.

**OR**

Remote Area first aid if operating more than one hour away from emergency services

[Blue Card](#) requirements met

**Medium** — Some chance of an incident and injury requiring first aid

Demonstrated skills and currency that meet the leadership, group management, technical capacities and safety requirements (including familiarity with the environment, emergency procedures by all adult participants) of the specific circumstances being addressed

## Minimum qualifications

*The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.*

For maintenance of challenge ropes course, a challenge ropes course manager (high or low ropes as appropriate for activity conducted) is required.

Management can also be carried out by people who have received training from an approved low ropes constructor.

### For a registered teacher:

- A statement of attainment from a registered training organisation covering the following unit of competency:  
SROCP001A — Conduct a low ropes session  
**OR**
- Certificate III in Sport, Outdoor or Community Recreation or higher, with specialisations in appropriate activities  
**OR**
- A registered leader under the [National Outdoor Leader Registration Scheme](#), at the level of Challenge Ropes course conductor (Low Ropes)  
**OR**

### For a leader other than a registered teacher:

- A statement of attainment for a nationally recognised course, at the level of Low Ropes conductor, from a Registered Training Organisation  
**OR**
- Certificate III in Sport, Outdoor or Community Recreation or higher, with specialisations in appropriate activities  
**OR**
- A registered leader under the [National Outdoor Leader Registration Scheme](#), at the level of Challenge Ropes course conductor (Low Ropes)

Further information:





Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> <li>Provide specific (written and verbal) training in and awareness of safety requirements.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Heights</b> <ul style="list-style-type: none"> <li>Falling from ropes</li> </ul>	<ul style="list-style-type: none"> <li>Have appropriate lead-up activities before students use the ropes course.</li> <li>Check equipment before use.</li> <li>Follow progressive and sequential skill development.</li> <li>Use, maintain and store all equipment according to the manufacturer's specifications.</li> <li>Ensure all safety equipment is in place and in good condition.</li> <li>Use trained, competent spotters where appropriate.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Physical exertion</b> <ul style="list-style-type: none"> <li>Strains and sprains</li> <li>Exhaustion and fatigue</li> </ul>	<ul style="list-style-type: none"> <li>Have appropriate warm-up and warm-down activities.</li> <li>Follow progressive and sequential skill development.</li> <li>Have ice packs available.</li> <li>Continuously monitor students for signs of fatigue and exhaustion.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Students</b> <ul style="list-style-type: none"> <li>Special needs</li> <li>High risk behaviours</li> <li>Medical conditions</li> <li>Student Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Obtain parental permission, including relevant medical information.</li> <li>When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, Epipen, etc.)</li> <li>Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents.</li> <li>Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.</li> <li>Ensure there is adequate adult supervision.</li> <li>Ensure that the course is suitable for the participants.</li> <li>Follow progressive and sequential skill development.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	

### Additional control measures

*These would relate to the specific student needs, location and conditions in which you are conducting your activity.*

Hazards/Risks	Control Measures

<b>Submitted by:</b>	<b>Date:</b>
List the names of those who were involved in the preparation of this risk assessment.	

Approval	
<input type="checkbox"/>	Approved as submitted:
<input type="checkbox"/>	Approved with the following condition(s):
<input type="checkbox"/>	Not approved for the following reason(s):
By:	Designation:
Signed:	Date:
Once approved, activity details should be entered into the <i>School Curriculum Activity Register</i> by administrative staff.	Reference no.

<b>Monitor and review</b> <i>To be completed during and/or after the activity and/or at the completion of the series of activities.</i>	<b>Yes</b>	<b>No</b>
Are the control measures still effective?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been any changes?	<input type="checkbox"/>	<input type="checkbox"/>
Are further actions required?	<input type="checkbox"/>	<input type="checkbox"/>
Details:		

## Important links

- HLS-PR-003: First Aid  
<http://education.qld.gov.au/strategic/epr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions  
<http://education.qld.gov.au/strategic/epr/health/hlspr004/>
- HLS-PR-005: Health and Safety Incident Recording and Notification  
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- SCM-PR-002: School Excursions  
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- HLS-PR-013: Developing a Sun Safety Strategy  
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- Infection Control Guideline  
[http://education.qld.gov.au/health/pdfs/healthsafety/infection\\_control\\_guideline.pdf](http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf)
- HRM-PR-010: Working with Children Check – Blue Cards  
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>
- International Mountaineering and Climbing Federation  
[http://www.theuiaa.org/safety\\_standards.php](http://www.theuiaa.org/safety_standards.php)
- National Outdoor Leader Registration Scheme  
[http://www.qorf.org.au/01\\_cms/details.asp?ID=1048](http://www.qorf.org.au/01_cms/details.asp?ID=1048)
- Queensland Adventure Activity Standards  
[http://www.qorf.org.au/01\\_cms/details.asp?ID=1048](http://www.qorf.org.au/01_cms/details.asp?ID=1048)

### Further information

For further information on incorporating risk management strategies into curriculum activity planning refer to [HLS-PR-012 Managing Risks in Curriculum Activities](#) and the associated list of [Curriculum Activity Risk Assessment Guidelines](#). (See: <http://education.qld.gov.au/strategic/epr/health/hlspr012/index1.html>)

For further support with risk management training and advice, contact trained staff in schools such as Workplace Health and Safety Officers (WHSOs) and Workplace Health and Safety Representatives (WHSRs), and regional staff such as Senior Health and Safety Consultants.

**Uncontrolled copy.** Refer to *HLS-PR-012: Curriculum Activity Risk Management* at <http://education.qld.gov.au/strategic/epr/health/hlspr012/> for master.