

<b>Title</b>	<b>Plan, prepare, instruct, and evaluate high ropes activities</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>25</b>

<b>Purpose</b>	<p>This unit standard is intended for people who provide high ropes activities using complex specialty elements in addition to traversing and climbing.</p> <p>People credited with this unit standard are able to: plan and prepare for instructing high ropes activities; instruct a high ropes activity session; manage a group during the instruction of high ropes activities; apply safety management for a high ropes activity session; demonstrate and apply knowledge of accepted environmental practices, knowledge and cultural awareness for high ropes activities in outdoor environments in Aotearoa New Zealand; and evaluate a high ropes activity session.</p>
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<b>Classification</b>	Outdoor Recreation > High Wires and High Ropes
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<b>Available grade</b>	Achieved
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## Guidance Information

- 1 All learning and assessment against this standard must be carried out in accordance with the following:
  - relevant legislation, including the Health and Safety at Work Act 2015, Human Rights Act 1993, Vulnerable Children Act 2014, and the Health and Safety at Work (Adventure Activities) Regulations 2016;
  - relevant Activity Safety Guidelines published by WorkSafe New Zealand <https://www.supportadventure.co.nz/advice-resources/general-2/activity-safety-guidelines/>;
  - industry Codes including the *Land Safety Code* <https://www.adventuresmart.nz/land/the-land-safety-code>, and *Leave No Trace* principles <https://leavenotrace.org.nz>;
  - a recognised and approved safety management system including organisational policies and procedures including Emergency Action Plans (EAPs), Standard Operating Procedures (SOPs), incident response management plans and the use of personal protective equipment (PPE);
  - relevant industry publications and current industry good practice.
- 2 Definitions
 

*Current industry good practice* means the range of actions currently accepted within the adventure and outdoor sector to manage the risk of harm to staff, participants, and visitors.

*Elements* involve fixed apparatus (eg poles, cables, ropes) designed to provide challenges for participants.

*High ropes activities* refer to more complex specialty elements in addition to simple traversing and climbing elements.

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## Outcomes and performance criteria

### Outcome 1

Plan and prepare for instructing high ropes activities.

#### Performance criteria

- 1.1 Identify objectives for a group high ropes session.
- 1.2 Design an activity instruction plan for a group high ropes session including outcomes, a logical sequence of teaching progressions and activities in relation to activity objectives.
- 1.3 Select high ropes elements and justify selection in relation to objectives, group, environmental conditions.
- 1.4 Plan and prepare for safety and risk management in accordance with relevant site-specific operating procedures.
- Range includes but is not limited to - weather forecast, safety management and communication equipment, belaying requirements, emergency response and contact information.
- 1.5 Prepare and check equipment and venue and set up for activity session.
- Range set up may include – conducting pre-use activity and equipment checks, checking for hazards, setting up of belay equipment, tying knots, assembling removable components to elements; equipment may include - personal (harnesses), structures (trees, poles, cables), safety (ladders, ropes, emergency).

### Outcome 2

Instruct a high ropes activity session.

#### Performance criteria

- 2.1 Instruct participants in the use of high ropes activity equipment.
- Range instruction must include – care and use of equipment, appropriate techniques, personal and group safety; equipment may include – ropes, harnesses, helmets, karabiners, belay devices, ladders.
- 2.2 Instruct participants on participant and safety roles, belaying requirements, and relevant risk-management procedures.

- 2.3 Instruct and monitor participant belaying skills.
- Range instruct includes – primary belayer and back-up belayer roles; monitor includes – providing direct or proactive indirect supervision as applicable; participant belaying skills includes – demonstration of correct technique and positioning
- 2.4 Manage transfers safely for participants.
- 2.5 Instruct a high ropes activity session to meet planned outcomes using suitable high ropes elements.
- 2.6 Apply a range of facilitation, communication and instruction techniques to engage participants in a high ropes activity session.
- 2.7 Use a logical sequence of teaching progressions and appropriate challenges for participants while instructing a high ropes activity session.
- 2.8 Provide feedback to participants on high ropes techniques and belaying.
- 2.9 Conduct a post-activity review with participants to establish and reinforce their learning.

### **Outcome 3**

Manage a group during the instruction of high ropes activities.

#### **Performance criteria**

- 3.1 Prepare the group and carry out pre-activity briefing and checks, including safety checks, equipment checks, disclosure of relevant medical information, and hazards and safety procedures.
- 3.2 Manage time in relation to the activity plan and outcomes.
- 3.3 Monitor and manage participants' behaviour and engagement in the activity.
- 3.4 Describe procedures and group management techniques for safely using high ropes elements.

### **Outcome 4**

Apply safety management for a high ropes activity session.

#### **Performance criteria**

- 4.1 Apply risk management strategies during a high ropes activity session and adjust plans for the high ropes activity session, as and when required.

- 4.2 Describe the assessment and management of an emergency situation including procedures for an incident or injury.
- 4.3 Observe changes in the environment, clouds, temperature and wind direction to anticipate weather conditions, and relate back to the weather forecast, and modify activity if required.

**Outcome 5**

Demonstrate and apply knowledge of accepted environmental practices, knowledge and cultural awareness for high ropes activities in outdoor environments in Aotearoa New Zealand.

**Performance criteria**

- 5.1 Role model minimal impact practices.
- 5.2 Role model respect for the environment through the personal application of environmentally sustainable principles.  
  
Range includes kaitiakitanga, respect for the tikanga and kawa of local iwi and/or hapū.
- 5.3 Manage and monitor the physical, emotional, and cultural needs of the individuals in the group.
- 5.4 Describe the development of high ropes as an outdoor recreation activity in Aotearoa New Zealand in terms of the history and trends.

**Outcome 6**

Evaluate a high ropes activity session.

- 6.1 Collect and evaluate feedback from a range of sources including self-review and external feedback to identify areas of activity planning and management for improvement.
- 6.2 Evaluate feedback and self-reflect on own performance to identify aspects of instruction that could be further developed.

<b>Planned review date</b>	31 December 2029
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**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	29 November 2018	31 December 2026
Review	2	12 December 2024	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0099
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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**Comments on this unit standard**

Please contact Toi Mai Workforce Development Council [qualifications@toimai.nz](mailto:qualifications@toimai.nz) if you wish to suggest changes to the content of this unit standard.