

MODULE 5 · LEARNER GUIDE

STANDARD OPERATING PROCEDURES

A Risk Assessment & Supervision form is a *planning* tool. A Standard Operating Procedure is the *operational* tool that turns those plans into a repeatable to-do list — for activities your school runs again and again.

1 WHERE SOPS FIT

You've already met the **Risk Assessment & Supervision form (RAS)** in Module 2. The RAS asks *what could go wrong here, and what controls will we put in place?* A **Standard Operating Procedure (SOP)** takes the answer to that question and turns it into the practical, day-of-event checklist staff actually work from.

RAS · FORM #2

Plan

Identifies hazards, rates risk, decides controls, sets supervision. Done *once per type of event*, kept current.

A risk-assessment and planning tool

→
CONTROLS
FLOW
INTO
ACTION
LISTS

SOP · FORM #3

Operate

Turns the controls into things to *do* — pre-departure checks, hazards to monitor, equipment, on-return tasks.

A 'to-do list' staff can run from

WHEN SOPS EARN THEIR KEEP

SOPs shine where an activity is **repeated** and led by **multiple staff** — transport runs, around-camp routines, regular local trips. Section A is built once from the RAS and stays the same; only Section B changes for each instance. That's what makes SOPs cheaper to run than a fresh RAS every time.

2 THE TWO SECTIONS OF AN SOP

SECTION A

Planning Information

The standing content. Pre-departure lessons, departure checks, hazards to monitor, operational limits, standard controls, safety and individual equipment.

- Built **once** from the RAS
- Reviewed for currency before each event
- Same wording every time the event runs

BUILT BY · EOTC COORDINATOR + ACTIVITY EXPERT

SECTION B

Event-Specific Planning

The variable content for *this* instance — site, group, route, supervision structure, contacts, 'front of mind' controls, on-return checklist.

- Filled in **every time** the event runs
- Captures group and weather contingencies
- Names the people responsible

FILLED BY · THE EVENT PERSON IN CHARGE

MODULE 5 · LEARNER GUIDE (CONT.)

THREE SOP FORMS — AND HOW TO USE THEM

EONZ publishes three SOP templates in the Coordinator Toolkit. Picking the right one is the first decision; using it well is the second.

3 THE THREE SOP FORMS

Form 3A
EOTC Standard Operating Procedures

Pairs with single-event consent
 Trips away from school and the local community. Use for events that need specific consent each time — a day trip out of town, an off-site experience that isn't a regular fixture.

Form 3B
Local Events SOP

Pairs with blanket consent
 Local-area trips that recur regularly — the bush walk down the road, a visit to the community pool. Blanket consent covers the type of event so you don't re-consent each instance.

Form 3C
Transport SOP

Sits *alongside* 3A or 3B
 Any trip involving transport. This SOP runs in addition to your activity SOP — the activity-specific planning continues; the transport SOP layers driver, vehicle and route controls on top.

4 HOW TO USE AN SOP WELL

An SOP is an **operational starting point**, not the whole answer. Even with a current Section A in place, every event still asks four things of you:

- **The site** — what's changed since last time? New construction, water levels, access closures?
- **The activity** — is anything different about how you'll run it this time?
- **The group** — who's coming? Who needs extra support? What's their experience level?
- **Your supervision plan** — do the ratios and structure suit *this* group at *this* site?

NON-NEGOTIABLE

Staff must be **fully inducted** on an SOP before they can use it. The form names the controls; the induction is how the team agrees on what those controls actually look like in practice. A staff member working from an SOP they haven't been inducted into is working from a piece of paper, not a plan.

5 WHAT'S COMING UP

The reference cards in this module break down the **anatomy of an SOP** field-by-field, and the **Operational Limits** framework that EONZ uses for go/no-go decisions on the day. The worked example walks through a completed SOP for a Year 6 local-park visit so you can see how Section A and Section B work together. Then it's your turn — the activity sheet asks you to draft a Section B for an event of your own.