



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Sport and Recreation & Aquatic and Community Training Package Products

Draft 1 Consultation Guide

March 2022

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Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Education, Skills and Employment to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of Training Packages in the following sectors:

- Community Services
- Floristry
- Funeral Services
- Hairdressing and Beauty Services
- Health
- Local Government
- Public Sector
- Retail Services
- **Sport, Fitness and Recreation**
- Tourism, Travel and Hospitality.

IRCs drive the process of Training Package development and are made up of people with experience, skills and knowledge of their particular industry sector. IRCs are responsible for the provision of strategic input and advice that represents the needs of their workforce, and for ensuring Training Package Products reflect these needs.

Project Background

The SIS Sport, Fitness and Recreation Training Package is the national framework for skills development in the Sport, Fitness and Recreation industries.

The Australian Industry and Skills Committee (AISC) has approved SkillsIQ, under the direction of the Sport and Recreation Industry Reference Committee (IRC), to undertake a thorough review of all nationally recognised Sport and Recreation & Aquatic and Community Recreation Training Package Products included in the SIS Sport, Fitness and Recreation Training Package.

A number of key changes across the sector's operating and regulatory environment, as well as job role requirements, has meant that **the Sport and Recreation & Aquatic and Community Recreation Qualifications within the SIS Training Package are no longer fit for purpose for the sector.**

To inform this update of the Training Package, a Sport and Recreation & Aquatic and Community Recreation Technical Advisory Committee (TAC) was formed to guide the project. The TAC comprises industry stakeholders and subject matter experts who provide:

- guidance at the national level to ensure Training Package Products are flexible and responsive to changing workplace practices, industry and client needs
- specialist advice and strategic direction in relation to stakeholder feedback and issues relevant to stakeholders' sectors
- views and feedback on behalf of the sector or organisation stakeholders represent
- support in facilitating communication and consultation with industry, including other members of stakeholders' organisation, association members and other industry networks.

Consultation Activities and Timelines

National consultation for Draft 1 will be open for a period of four weeks from **Tuesday, 22 March to Tuesday, 19 April 2022**. During this period input will be sought on the following:

- 5 Qualifications
- 3 Skill Sets
- 43 Units of Competency and associated Assessment Requirements.

Webinars

SkillsIQ will be undertaking a number of key activities to engage industry stakeholders and VET professionals, including a series of webinars. To attend a webinar, please select the time and date most convenient to you and register your details by clicking on any of the following links. All webinars will cover the same material.

- [Webinar 1 – Friday, 25 March](#) 12:00pm to 2:00pm AEDT
- [Webinar 2 – Tuesday, 29 March](#) 2:00pm to 4:00pm AEDT
- [Webinar 3 – Friday, 01 April](#) 11:00am to 1:00pm AEDT
- [Webinar 4 – Thursday, 07 April](#) 12:00pm to 2:00pm AEST
- [Webinar 5 – Tuesday, 12 April](#) 2:00pm to 4:00pm AEST.

Please note: Australian Eastern Daylight Time ends on **Sunday, 03 April 2022**.

Online Feedback Forum

Feedback can also be provided via the SkillsIQ Online Feedback Forum. The Feedback Forum is an online tool designed to capture stakeholder feedback on draft Training Package Products. It also provides an opportunity for stakeholders to view feedback left by others.

To access the draft Training Package Products on the SkillsIQ Online Feedback Forum, please [click here](#).

For information on how to use the Feedback Forum, please visit the following page:
<https://www.skillsiq.com.au/FeedbackForum/How-To>

To remain up to date with project developments, subscribe to SkillsIQ at:
<https://www.skillsiq.com.au/Subscribetoournewsletter.aspx>.

Project Timelines

Following the close of the Draft 1 consultation period, feedback received will be collated and evaluated. This feedback will inform the development of Draft 2, which will be made publicly available for validation prior to the submission for endorsement.

It is anticipated that the Sport and Recreation & Aquatic and Community Recreation Training Package Products will be submitted to the AISC for consideration in September 2022.

Table 1: Timelines for the Update.

Technical Advisory Committee Meetings	February 2022
Consultation Draft 1	March–April 2022
Feedback Analysis & Draft 2 Development	April–May 2022
Validation Draft 2	June 2022

Quality Assurance	August 2022
Engagement with State Training Authorities (STAs)	August 2022
Submission	September 2022

About this Consultation Guide

This Guide, which should be read in conjunction with the Draft 1 Training Package Products, provides:

- information on the proposed changes to existing SIS Sport and Recreation Training Package Products
- key consultation questions to guide your feedback
- a list of Draft 1 Qualifications and Skill Sets
- a list of Draft 1 Units of Competency and associated Assessment Requirements
- mapping of Draft 1 Qualifications and Units to currently endorsed SIS versions.

This Guide does **not** include Draft 1 Training Package components. These can be accessed at <https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/SISSport/SportandRecreationDraft1>.

Contact Details

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Please Note: All Draft 1 Qualifications, Skill Sets and Units of Competency are submitted as proposals. They are subject to change at the completion of this public consultation.

Rationale for Change

In the period since the Sport, Aquatic and Community Recreation components of the SIS Training Package were endorsed in 2015, industry has raised a number of significant issues about the alignment of Units of Competency and Qualifications with key job roles in the sector. These issues include the following:

- **The COVID-19 pandemic**
 - In May 2020, the Australian Government Department of Health released *Coronavirus (COVID-19) National Principles for the Resumption of Sport and Recreation Activities* outlining 15 principles aligned to the Australian Institute of Sport's (AIS's) *Framework for Rebooting Sport in a COVID-19 Environment*. These principles set out important activities which the workforce must implement in the emerging COVID-19 operating environment. It is essential that future training be aligned and delivered in accordance with the newly released principles of the Department of Health and the AIS.
 - There have been significant changes in the health and safety practices in recreation facilities, including swimming pools. Royal Life Saving Society - Australia and the National Aquatic Industry Safety Committee released *Guidelines on Managing Risk of COVID-19 in Aquatic Facilities* in May 2020 and Discussion Paper on Equipment of Lifeguard Training as Pool Lifeguard Skill Set 2022.
- **Industry and policy reforms**
 - Policy developments and reforms have been ongoing at both a national and State or Territory level, with individual State and Territory governments establishing a number of frameworks and policy initiatives for the sport and recreation sector.
- **Recreation management and aquatic management changes since 2015**

Industry stakeholders in recreation and aquatic management have requested an update to address changes in the sector since 2015 including but not limited to:

- changes to employment law relating to the definition of a casual worker and subsequent changes relating to employment and the retention of staff
- evolving and new technologies in plant and equipment
- changes to the Australian Standards regarding plant, equipment, products and signage in aquatic centres
- sustainable employment opportunities and the need to train staff to work in multiple areas within a recreation facility
- exploring the need for a Certificate IV or Diploma-level Qualification in Aquatic Facility Management or a Qualification at either of these levels which includes an aquatic specialisation within the existing Sport and Recreation Training Package to enhance career progression and sustainability
- consideration of appropriate Units of Competency to address industry best practices for administering oxygen therapy and suction in an aquatic environment
- greater focus on water safety knowledge and survival skills in aquatic Units and Skill Sets.

Industry has also advised that neither Unit nor Qualification content fully covers consumer trends and industry practices which have emerged since the Sport and Recreation & Aquatic and Community Recreation Training Package Products were endorsed in 2015. These omissions are as follows:

- **Skills shortages:** The Sport and Recreation sector has noted a number of skills and knowledge gaps in the workforce. Examples include gaps in communication skills, online and social media skills, marketing skills, and initiative and enterprise skills. A review of

Training Package Products is essential to address the reported skills gaps and ensure the sector is supported by a knowledgeable workforce.

- **Lack of career progression opportunities:** Recently conducted Training Package updates for the Sport, Fitness, Aquatic and Recreation sectors have focused on aligning qualifications to current job roles and mapping career pathways. An equivalent exercise needs to be conducted with respect to the Sport and Recreation Training Package Products subject to review.
- **Shortage of skilled staff in aquatic facilities:** The Aquatic industry reports that approximately half of the workforce is composed of casual workers and that 75% of lifeguards and 71% of swim teachers are casual. The industry estimates that half of the lifeguards and swim teachers working prior to COVID-19 have been forced to seek other employment and have left the industry. This is expected to have a significant impact on the availability of staff in the immediate future and has prompted the need for flexible solutions in attracting, training and retaining staff.
- **Superseded or deleted core and elective SIS and imported Units in the Qualifications:** A large number of SIS and imported Units in the existing Qualification have been updated in the last four years. All Units in the Qualification support desired workplace outcomes.

All currently endorsed Units were analysed to inform the Units for Draft 1. Many of the issues identified are directly relevant to industry's concerns about Training Package Products not aligning to key job roles. Others are deficits in the quality of Units, making it difficult to design and deliver the appropriate training and assessment. These issues will be fully canvassed within this Guide, together with an explanation of the actions taken to improve the Units.

Key considerations of this review have focused on ensuring that:

- Units and Qualifications align to contemporary sport, fitness, aquatic and recreation industry job roles
- flexibility is provided by the Qualification structures so that multi-skilled instructors are available to industry
- consumer demands, industry practices and standards of professionalism are better reflected in the Units and Qualifications
- learners are encouraged to complete Qualifications (as far as this is possible) through the appropriate design of Units and Qualifications
- Units contain clear, relevant and quality content, allowing Registered Training Organisations (RTOs) to better understand and implement requirements to the level of quality expected by the Sport, Fitness, Aquatic and Recreation industry.

Unit Issues and how these have been Actioned

Unclear Terms and Inconsistent Content in Units

Table 2: Content Issues Addressed in the Units

Issues with Existing Units	Action for Draft 1
<p>Terms used in Units are inconsistent; the words 'programs', 'plans' and 'sessions' are used interchangeably.</p> <p>These inconsistent and mixed references are found in the Unit Titles, Application Statements, Performance Criteria, Performance Evidence and Knowledge Evidence.</p>	<p>In Draft 1 Units, programs and sessions are clearly delineated. The following broad definitions have been applied:</p> <p>Programs are short- or long-term plans tailored to individual clients or groups. Progress is monitored during the life of the program, with program content modified and updated according to clients' need. Duration of a program will vary according to client goals and could vary from weeks to months.</p> <p>A Session is a short period of time devoted to an activity. Durations will vary, e.g. 30 minutes, 45 minutes, 60 minutes.</p> <p>Sessions can be tailored to individual client or group goals as part of a longer program, with multiple and varied sessions comprising a program.</p> <p>All confused and mixed references have been clarified throughout each section of each Unit so that the Unit's applicability to particular job roles should be clear. This includes references to programs, sessions, individual goals, clients and participants.</p> <p>This starts with clearer Unit Titles and Application Statements, leading learners to the appropriate selection of Units. For example:</p> <ul style="list-style-type: none"> • <i>SISXPLD002 Deliver recreation sessions</i> • <i>SISXPLD003 Plan recreation programs</i> <p>Assessment Requirements will also be clearer through consistent use of appropriate terms within both the Performance Criteria and Performance Evidence.</p>

Structural Issues in Units

Units of Competency:

- are statements about the skills and knowledge required for effective performance in a particular job function (or process), e.g. completing a daily water sample, processing a customer's financial transaction
- describe work outcomes, not training input or modular ways of delivering training
- logically describe stand-alone skills which are used in a work situation
- can be combined in different ways to align to different job roles, just as skills are combined in the workplace, for training and assessment purposes.

Some current Units do not adhere to this principle and read more like a training course.

Table 3: Structural Issues in Units

Issues with Existing Units	Action for Draft 1
<p>Some Units don't describe a discrete workplace skill but, instead, have been developed based on a 'service offering', e.g. <i>Plan and conduct programs for older persons</i>. This creates duplication of skills coverage across multiple Units.</p> <p>Significant content is duplicated across Units, resulting in multiple repetitive assessments, e.g. pre-exercise screening, medical guidance and writing referral letters. Forty letters are currently required.</p>	<p>Many Units have been deconstructed and reconstructed to formulate sensible 'on-topic' Units which focus on discrete workplace skills for different job functions and different job roles at different levels. This means:</p> <ul style="list-style-type: none"> • Units better and more fully describe the skills and knowledge required for the particular work function. • Significant amounts of duplication across Units have been removed or minimised as far as possible so that content does not drift across Units and each individual Unit remains 'on topic'. • Individual Units are available for those staff that don't plan group sessions, but who only teach, deliver or assist with delivery. <p>The mapping contained within this document provides full details of how the Units have been changed. The mapping for some Units will say '<i>Unit split: content is covered across two Units</i>' or '<i>Unit merged</i>' to indicate where information from a number of Units has been brought into one single Unit.</p> <p>Skill and knowledge content has not been lost; rather, it has been 're housed' in appropriate Units, and this is indicated in the mapping table.</p>

Performance Criteria and Foundation Skills are Unclear

Table 4: Performance Criteria and Foundation Skills issues.

Issues with Existing Units	Action for Draft 1
<p>Performance Criteria (PCs) are often unclear. These are a bit 'empty' and rely on overarching words and phrases which do not clearly articulate all the skills (tasks).</p>	<p>Draft 1 Units of Competency have been changed as follows:</p> <ul style="list-style-type: none"> • PCs have been 'fleshed out' to provide more detail about the nature of tasks and expected performance • Clearer and simpler workplace language is used for Elements and PCs so they better reflect workplace skills and tasks

Issues with Existing Units	Action for Draft 1
<p>PCs are not divided into logical elements and are not well sequenced.</p>	<ul style="list-style-type: none"> • Some Elements and PCs have been re-ordered so they appear in a more logical sequence • Missing skills (tasks) have been incorporated so that context is provided for teaching specific population groups or instructing for specific purposes (in Units that cover these). <p>Additions and deletions mean that Unit outcomes are different, and this is a major reason for Units being deemed Not Equivalent.</p>
<p>Foundation Skills read like additional Performance Criteria rather than explanatory statements that assist trainers and assessors to understand workplace requirements and levels of workplace complexity, e.g. for language, literacy and numeracy (LLN).</p>	<p>Foundation Skills statements have been amended to provide a more detailed explanation of the relevant language, literacy, numeracy and employment skills.</p> <p>Changes will assist trainers and assessors to understand the specific workplace requirement and level of complexity of the skill required.</p>

Knowledge Evidence is Unclear and/or Deficient

Table 5: Knowledge Evidence Issues

Issues with Existing Units	Action for Draft 1
<p>In some cases, the listed Knowledge Evidence (KE) does not relate to the Performance Criteria (the skill and task) and is not required, e.g. lists of generic policies and procedures. ; all are the same whether or not they apply to the skills covered by the Unit.</p> <p>In other cases, required knowledge is missing.</p> <p>Current information is very broad so that assessors would have difficulty interpreting the scope (breadth and depth) required.</p> <p>Some Knowledge Evidence is very hard to interpret with confused language used in lead-in statements (main bullet points) followed by content in sub-bullet points that is mixed and irrelevant.</p>	<p>Knowledge Evidence has been updated to cover the essential workplace knowledge required of an individual to perform the tasks described in the Performance Criteria.</p> <p>Knowledge that does not relate to the Performance Criteria has been deleted. For example, references to irrelevant policies and procedures have been deleted and replaced with tailored content about those that are relevant.</p> <p>Missing required knowledge has been added.</p> <p>A more detailed explanation of the scope (breadth and depth) of required knowledge has been provided.</p> <p>Content has been re-sequenced in a more logical order with related content group together.</p> <p>Knowledge Evidence has been tailored to each Unit of Competency, rather than repeating broad general statements across similar Units.</p> <p>All of these changes should mean that Knowledge Evidence is clearer and easier for trainers and assessors to understand.</p>

Performance Evidence Requires Clarification and Extended Requirements

Table 6: Performance Evidence Issues

Issues with Existing Units	Action for Draft 1
<p>Performance Evidence (PE) is often unclear so that it would be difficult for assessors to know what they must do, e.g. numbers of clients are sometimes unclear, programs, plans and sessions are terms used interchangeably.</p>	<ul style="list-style-type: none"> • Performance Evidence has been amended to provide clear information about types and sufficiency of evidence. • Terminology is consistent throughout Performance Evidence so that programs are clearly differentiated from sessions. • Assessment Requirements are clear, measurable and auditable. Assessors should know exactly what they must do and an RTOs' assessment activities can be better audited.

The Unit of Competency Mapping Table can be found at [Appendix D](#).

Assessor Requirements

Current Assessor Requirements for Units that appear in the Sport and Recreation Qualifications read as follows:

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

The requirements for Units that appear in the many other current SIS Qualifications incorporate a statement about the level of training and industry experience required by the assessor, as follows:

Assessor Requirements for each Unit of Competency should be clear, measurable and auditable. This assists RTOs to recruit appropriate assessors and provide evidence for audits. Clarity means a reduced margin of error in an auditor's interpretation of the requirements.

Some Assessor Requirements have been adjusted in Draft 1 to include a specific statement about industry experience.

For example: *SISCAQU022 Plan swimming lessons*

Assessors must:

- satisfy the Standards for Registered Training Organisations' requirements for assessors, and
- have a collective period of at least two years' experience working as a swim teacher, where they have applied the skills and knowledge covered in this Unit of Competency; the two years' experience can incorporate full- and part-time experience.

A note on currency:

The Standards for Registered Training Organisations (RTOs) have explicit requirements for assessors to maintain current skills:

... training and assessment is delivered only by persons who have ... current industry skills directly relevant to the training and assessment being provided. (Excerpt from Standard 1.13)

It is therefore not necessary to repeat a requirement for currency in the Assessor Requirements' statement.

A note on working experience:

The Standards for RTOs do not have explicit requirements for assessors to have worked in an industry, sector or particular job role. Assessors are required to have 'vocational competencies' which are not defined. ASQA produces a fact sheet which allows for options to meet vocational competency requirements in instances where a Training Package does not define them.

The recreation industry considers experience working in industry to be essential for assessors; has included this requirement for some Sport and Recreation Units of Competency; and has defined the period of experience required.

Qualification Issues and how these have been Actioned

List of Draft Qualifications

There are 5 Draft 1 Qualifications:

- *SIS10122 Certificate I in Sport and Recreation*
- *SIS20122 Certificate II in Sport and Recreation*
- *SIS30122 Certificate III in Sport and Recreation*
- *SIS40122 Certificate IV in Sport and Recreation*
- *SIS50122 Diploma of Sport and Recreation Management.*

Please note: *SIS31015 Certificate III in Aquatics and Community Recreation* has been proposed for deletion. Its content has been merged into *SIS30122 Certificate III in Sport and Recreation*, and **Pool Lifeguard** and **Swim Teacher** specialisations have been included.

The Qualification Mapping Table can be found at [Appendix C](#).

Qualification Packaging Rules and Numbers of Electives

Consultation to date advises that employers require multi-skilled staff – in other words, that employers need staff members who are generally proficient in multiple activities.

The Packaging Rules in some Qualifications have therefore been adjusted to allow the selection of specialisations listed within the Qualifications.

- **Please note:** *SIS31015 Certificate III in Aquatic and Community Recreation* has been proposed for deletion. It had been possible previously to undertake this Qualification without taking any Aquatic-related Units. The content from this Qualification was therefore compared to the *Certificate III in Sport and Recreation*, and the **Aquatic** Units have subsequently been merged into both the *SIS30122 Certificate III in Sport and Recreation* and the *SIS40122 Certificate IV in Sport and Recreation*, where they can be selected as specialisations within these two Qualifications.

First Aid as an Elective

The Sport and Recreation TAC and IRC have proposed that First Aid Units should be included as an elective Unit in the Qualifications. In Draft 1, First Aid is now an elective unit in *SIS30122* and *SIS40122*. In these two Qualifications the relevant First Aid unit is listed in the elective specialisation group. First Aid remains as a core Unit in *SIS10122* and *SIS20122*. In *SIS50122* First Aid is listed in the general electives.

Industry has expressed a range of views on the inclusion of First Aid Units in the Sport and Recreation Training Package. Some stakeholders have expressed the view that every worker involved in the delivery of recreation activities should have First Aid skills due to the inherent risks involved in participation. Leaders, assistants and support staff are expected to provide First Aid to participants, and to each other. These stakeholders feel that the Training Package should therefore recognise First Aid as a core skill and believe that a First Aid Unit should appear in the core of every Qualification.

Stakeholders who dissent from this view have indicated that not every employer expects every worker to hold First Aid certification. Current WHS regulation only requires a certain number of employees to be certified in any given workplace, and enables employers to manage their individual requirements. These stakeholders have expressed a preference for First Aid Units being electives, and not in the core of any given Qualification.

SISCAQU028 Provide oxygen resuscitation and therapy in an aquatic environment has been created in response to the Royal Life Saving Discussion Paper on Equipment of Lifeguard Training as Pool Lifeguard Skill Set 2022. The Pool Lifeguard Skill Set previously included *PUAEME001 Provide emergency care and PUAEME003 Administer oxygen in an emergency*. The TAC also requested that a new unit be created that addresses the workplace practices and use of oxygen in an aquatic environment. Noting aquatic programs do not carry or use all equipment that is included in *PUAEME003*.

Please note: Questions to guide your review of the Units and Qualifications appear in [Appendix A](#) of this document.

Skill Sets

There are three Draft 1 Skill Sets. Provisional Codes are as follows. Final Codes will be allocated at the time of endorsement.

- *SISSS00131 Aquatic Technical Operator Skill Set*
- *SISSS00132 Swimming and Water Safety Teacher Skill Set*
- *SISSS00133 Pool Lifeguard Skill Set.*

Skill Sets are Products contained within a Training Package that offer learners a mini-set of skills. They can be:

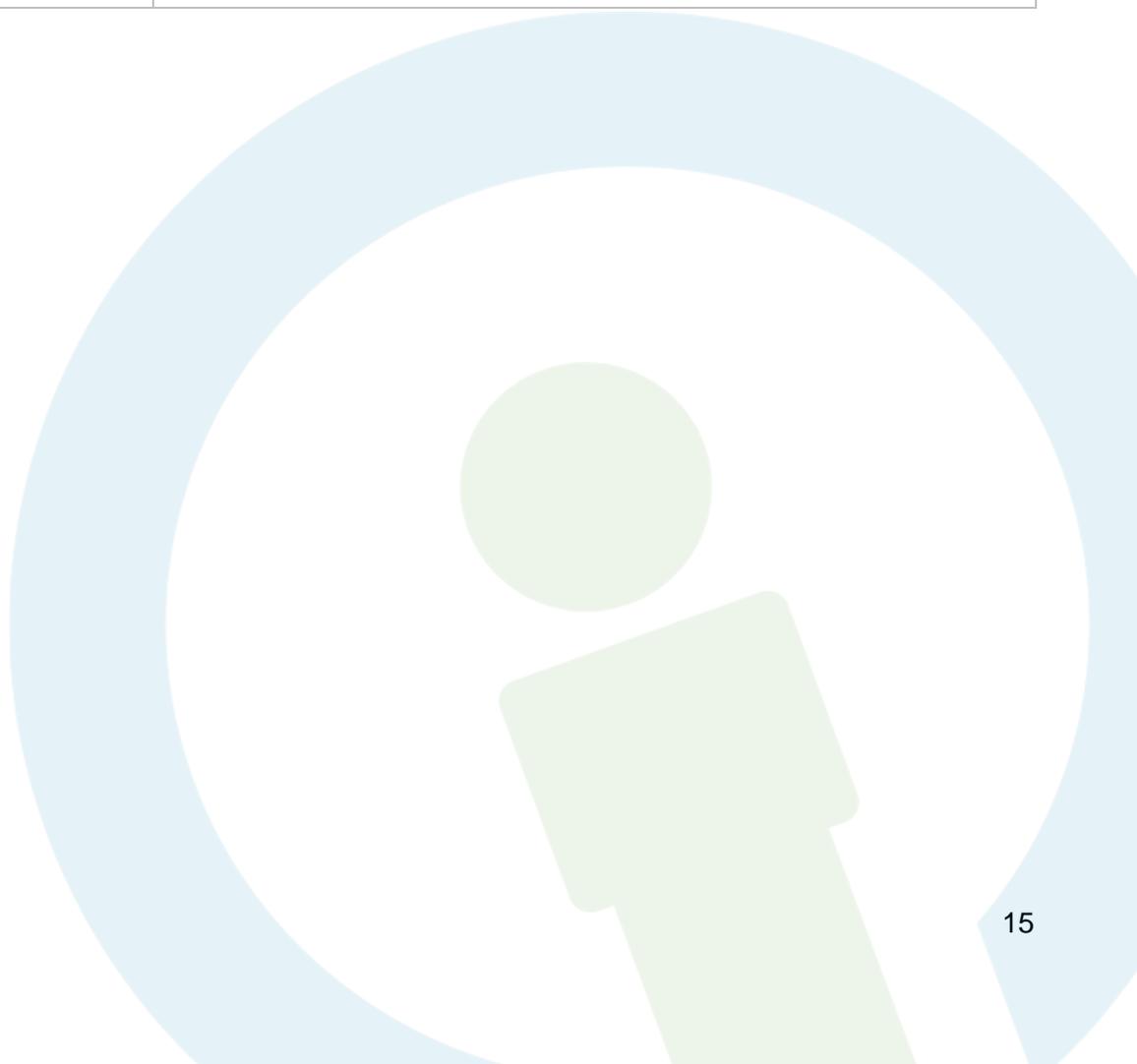
- a group of skills that link to a licensing or regulatory requirement
- a group of skills that can link to a defined industry need. These may comprise a group of Units to upskill workers and can be thought of collectively as a short upskilling course
- a group of Units linked to a defined industry need where a whole Qualification is not required, and where workers just need a very specific set of skills in order to fulfil the requirements of their job roles.

Appendix A: Questions to Guide Review

Questions to Guide Review of Units

<p>Unit Titles and Application Statements</p>	<p>Does the title, simply and clearly, reflect the Unit content and workplace skill described by the Unit? If not, can you provide a suggested alternative?</p> <p>Does the Application Statement provide a clear and accurate description of the skill covered by the Unit?</p> <p>Does the Application Statement provide a sense of the complexity of the Unit and to what level of worker it may apply?</p>
<p>Performance Criteria and Foundation Skills</p>	<p>Do the Elements and Performance Criteria (PCs) accurately describe what people do on a day-to-day basis in the workplace?</p> <p>Do the PCs use clear workplace language and are they sequenced logically?</p> <p>Do the language, literacy and numeracy (LLN) skills within the Foundation Skills (FS) section describe workplace application and an appropriate level of skill for the Unit?</p> <p>Do the LLN statements add value to assist trainers and assessors to better train and assess learners to the level required?</p> <p>Is there anything missing from the PCs and FS that needs to be added? Anything to delete?</p>
<p>Knowledge Evidence</p>	<p>Do the statements cover the essential workplace knowledge required of an individual to perform the tasks described by the Performance Criteria? Is there anything to add or delete?</p> <p>Is the Knowledge Evidence requirement specific enough and tailored to the Unit?</p> <p>Is the breadth and depth of knowledge described well enough to assist assessors to understand the scope?</p>
<p>Performance Evidence</p>	<p>Would the evidence requirements prove that a person is competent in all the Unit outcomes?</p> <p>Is the suggested volume (sufficiency) of evidence appropriate to ensure that consistency of performance is assessed? Too little, too much?</p> <p>Are the statements clear? Would assessors understand exactly what they must do?</p>
<p>Assessment Conditions</p>	<p>Are the statements about the assessment environment (either in the workplace or in a simulated workplace) and interaction with clients clear? Anything to add?</p> <p><i>(Please note: The Companion Volume Implementation Guide will provide further information, e.g. acknowledging that the workplace for a personal trainer can vary, and how simulations can reflect workplace realities.)</i></p>

	<p>Are equipment, consumable resources and workplace documents that people currently use for work covered by the Unit? Are those listed relevant to the Unit? Should anything be added or deleted?</p> <p>Are the statements clear? Would assessors understand what they must provide for assessment?</p>
Assessor Requirements	<p>Are the assessor competency requirements for experience working in the Sport and Recreation sector relevant to the Unit clear and appropriate?</p> <p>Should anything be added or deleted?</p>
Structure of Units	<p>Do the draft Units correctly describe individual skills aligned to discrete job functions?</p> <p>Do you agree with the proposal to merge some Units and split others? If not, please provide your reasons as to how Units could be structured differently.</p> <p>Do you agree with the proposal to remove some Units that are unused or that repeat the content of other Units?</p>
Whole Suite of Units	<p>Does the suite of Units cover all the required skills for the range of job roles?</p> <p>Are there any Units missing? If anything is missing, please nominate a proposed Title and general content.</p> <p>In particular, should a Unit be created to cover skills and knowledge for instructing clients remotely via video link?</p> <p>If so, can you outline general content? Should this Unit be for the instruction of both individuals and groups?</p>



Questions to Guide Review of Qualifications

<p>Certificate III in Sport and Recreation - merged</p>	<p>Does the revised Qualification reflect contemporary job roles without forcing the completion of Units not required in the workplace? Are the revised core Units appropriate? Do you agree to the proposed merged Certificate III? Are the specialisations appropriate for this level of staff? Are the specialisations themselves appropriate?</p>
<p>Certificate IV in Sport and Recreation</p>	<p>Does the revised Qualification allow sufficient flexibility to cater for the diversity of job outcomes? Are the revised core Units appropriate? Are the specialisations appropriate?</p>
<p>Diploma of Sport and Recreation Management</p>	<p>Does the revised Qualification allow sufficient flexibility to cater for the diversity of job outcomes? Do you agree with the proposed changes to the Diploma? Are the revised core Units appropriate? Are the specialisations appropriate? Are there any other Units you would like to see in the General Electives?</p>
<p>Core Units</p>	<p>Are the core Units appropriate? Do they reflect the essential skills required by all staff who work in recreation facilities? Should any Units be added to or deleted from the core Units?</p>
<p>Elective Units</p>	<p>Are the specialisations included in elective lists those most relevant to the nominated job roles? Are the general/imported electives those most relevant to Sport and Recreation industry staff at each level? Should any Units be added to or deleted from the elective lists?</p>
<p>Packaging Rules</p>	<p>Are the Packaging Rules appropriate to allowing employers, learners and Registered Training Organisations the flexibility to meet their needs?</p>
<p>First Aid Units –</p>	<p>Do you support the approach taken for the First Aid Units?</p>

Appendix B: List of Draft 1 Units and Prerequisites

Unit Code	Unit Title	Prerequisite(s)
Aquatics (AQU)		
SISCAQU015	Test pool water quality	Nil
SISCAQU016	Manage pool water quality	Nil
SISCAQU017	Monitor and maintain aquatic facility plant and equipment	Nil
SISCAQU018	Operate self-contained breathing apparatus in aquatic emergencies	Nil
SISCAQU019	Supervise patron safety in aquatic locations	Nil
SISCAQU020	Perform water rescues	Nil
SISCAQU021	Perform complex water rescues	Nil
SISCAQU022	Plan swimming lessons	Nil
SISCAQU023	Teach water familiarisation, buoyancy and mobility skills	Nil
SISCAQU024	Teach water safety and survival skills	Nil
SISCAQU025	Instruct swimming strokes	Nil
SISCAQU026	Promote development of infants and toddlers in an aquatic environment	Nil
SISCAQU027	Assist participants with a disability during aquatic activities	Nil
SISCAQU028	Provide oxygen resuscitation and therapy in an aquatic environment	HLTAID011
Coaching and Instruction (XCAI)		
SISXCAI011	Develop and instruct long-term training programs	Nil
Client and Customer Service (XCCS)		
SISXCCS004	Provide quality service	Nil
SISXCCS005	Coordinate client service activities	Nil
Emergency Response (XEMR)		
SISXEMR003	Respond to emergency situations	Update
SISXEMR004	Coordinate emergency responses	Update
Facility Management (XFAC)		
SISXFAC006	Maintain activity equipment	Nil
SISXFAC007	Maintain clean facilities	Nil
SISXFAC008	Monitor and maintain facility plant and equipment	Nil
SISXFAC009	Coordinate facility maintenance (Was AQU005)	Nil
SISXFAC010	Develop maintenance and equipment acquisition plans	Nil
SISXFAC011	Manage stock supply and purchase	Nil
SISXFAC012	Promote safe and effective use of facilities	Nil
Finance, Administration and Marketing (XFAM)		
SISXFAM001	Organise and supervise participant travel	Nil
SISXFAM002	Process financial transactions	Nil
SISXFAM003	Develop and review budgets for activities or projects	Nil
SISXFAM004	Analyse participation patterns	Nil
SISXFAM005	Develop and implement participation strategies	Nil
SISXFAM006	Conduct sport, fitness or recreation events	Nil
Working in Industry (XIND)		
SISXIND011	Maintain sport, fitness and recreation industry knowledge	Nil

Unit Code	Unit Title	Prerequisite(s)
SISXIND012	Select and use technology for sport, fitness and recreation work	Nil
Management and Leadership (XMGT)		
SISXMGT002	Develop and maintain stakeholder relationships	Nil
SISXMGT003	Recruit, induct and manage volunteers	Nil
SISXMGT004	Coordinate work teams	Nil
SISXMGT005	Facilitate community recreation initiatives	Nil
Program Planning and Delivery (XPLD)		
SISXPLD001	Provide hire equipment for activities	Nil
SISXPLD002	Deliver recreation sessions	Nil
SISXPLD003	Plan recreation programs	Nil
SISXPLD004	Facilitate groups	Nil
SISXPLD005	Facilitate inclusion for people with disability	Nil



Appendix C: Mapping of Qualifications

Determination of Equivalence

A Qualification is mapped as Not Equivalent (N) when it provides different skill and knowledge outcomes for one or more of the following reasons:

- Units have been added to the core, providing additional skill and knowledge outcomes
- Units have been removed from the core, reducing skill and knowledge outcomes
- a significant number of additional elective Units are required
- Entry Requirements are altered, creating significant differences to the structure of the Qualification.

Previous Qualification V5.0	Replacement Qualification V6.0	Comment in Relation to Previous Version E = Equivalent N = Not Equivalent
SIS10115 Certificate I in Sport and Recreation	SIS10122 Certificate I in Sport and Recreation	E Qualification Code changed. Qualification Description changed to indicate preparatory nature of Qualification. Packing Rules changed, total reduced from 8 to 7. SIS and imported Units reviewed and updated.
SIS20115 Certificate II in Sport and Recreation	SIS20122 Certificate II in Sport and Recreation	N Qualification Code changed. Qualification Description updated. Packing Rules changed, total reduced from 13 to 10 – 6 core and 4 electives. SIS and imported Units reviewed and updated.
SIS30115 Certificate III in Sport and Recreation	SIS30122 Certificate III in Sport and Recreation	N Qualification Code changed. Merged with <i>SIS31015 Certificate III in Aquatics and Community Recreation</i> . Specialisations added. Core Units reduced from 9 to 8 to accommodate specialisations. Electives increased from 6 to 9. SIS and imported Units reviewed and updated.
SIS40115 Certificate IV in Sport and Recreation	SIS40122 Certificate IV in Sport and Recreation	N Qualification Code changed. Specialisations added. Core Units reduced from 10 to 8 to accommodate specialisations. Electives increased from 7 to 9. SIS imported units reviewed and updated.
SIS50115 Diploma of Sport and Recreation	SIS50122 Diploma of Sport and Recreation	N Qualification Code changed. Specialisations added. Packaging Rules changed. Total Units reduced from 20 to 18. Core Units reduced from 13 to 8 to accommodate specialisations.

Previous Qualification V5.0	Replacement Qualification V6.0	Comment in Relation to Previous Version E = Equivalent N = Not Equivalent
		Electives increased from 7 to 10. SIS and imported Units reviewed and updated. General Electives reduced to accommodate specialisations and remove unnecessary Units.
SIS31015 Certificate III in Aquatics and Community Recreation	Merged	Proposed for deletion. Content merged with <i>SIS30122 Certificate III in Sport and Recreation</i> . Pool Lifeguard and Swim Teacher specialisations included.

Appendix D: Mapping of Units of Competency

Determination of Equivalence

A Unit is mapped as equivalent (E) when it provides the same skill and knowledge outcomes, as follows:

- Elements and Performance Criteria are the same, but are re-ordered and or expressed differently for clarity
- Knowledge Requirements are the same, but are expressed differently for clarity, or statements about scope and depth of knowledge have been added for clarity.

A Unit is mapped as not equivalent (N) when it provides different skill and knowledge outcomes, as follows:

- Elements and/or Performance Criteria have been added or removed
- Knowledge Requirements have been added or removed
- Unit content has been split to create two or more Units
- One or more Units have been merged.

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
Aquatics CAQU		
SISCAQU001 Test pool water quality	SISCAQU015 Test pool water quality	N Performance Criteria reordered and reworded, with clearer performance measures added. Performance Evidence extended to cover record keeping requirements and incident response. Test types amended to allow for different pool types and disinfectant use.

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		<p>Knowledge Evidence extended to indicate scope and depth; significant additions to cover Performance Criteria. Assessment Conditions make it clear that assessment must be completed in a public aquatic facility.</p>
SISCAQU002 Perform basic water rescues	SISCAQU020 Perform water rescues	<p>N Title changed. Elements reworded. Performance Criteria reordered and reworded, with clearer performance measures added. Additional Performance Criteria covers removing person from water. Performance Evidence amended to provide clearer information about volume of evidence, to allow more flexibility about types of rescue activities, and extended to cover debriefing and incident reporting post-emergency. Knowledge Evidence extended to indicate scope and depth; significant additions to cover Performance Criteria. Irrelevant information about assessment activities in Assessment Conditions removed.</p>
SISCAQU003 Maintain aquatic facility plant and equipment	SISCAQU017 Monitor and maintain aquatic facility plant and equipment	<p>N Title changed. Elements reworded. Performance Criteria reordered and reworded, with clearer performance measures added. Performance Evidence amended to provide clearer information about volume of evidence, to clarify types of inspections required, and to allow more flexibility in repair and maintenance tasks required for assessment. Extended to cover record keeping requirement. Knowledge Evidence extended to indicate scope and depth; significant additions and</p>

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		deletions to reflect Performance Criteria. Irrelevant information about assessment activities in Assessment Conditions removed.
SISCAQU004 Develop and implement pool water maintenance procedures	SISCAQU016 Manage pool water quality	N Title changed. Unit completely refocused and no longer covers development of procedures and staff coordination. Focus is now on the actual skills and knowledge required to monitor and maintain pool water quality. Significant changes to structure and content of Elements and Performance Criteria. Significant changes to Performance Evidence and Knowledge Evidence. Irrelevant information about assessment activities in Assessment Conditions removed. Assessment Conditions make it clear that assessment must be completed in a public aquatic facility.
SISCAQU005 Develop and implement aquatic facility maintenance procedures	SISXFAC009 Coordinate facility maintenance	N Title changed. Re-categorised to new cross-sector Unit Facilities (XFAC) that can apply to aquatic and other types of facilities. Unit was unfocused, unclear and variably mentioned development of programs, systems, procedures, and schedules. Focus now clarified to match the senior function of coordinating facility maintenance. Significant changes to structure and content of Elements and Performance Criteria. Significant changes to Performance Evidence and Knowledge Evidence. Irrelevant information about assessment activities in

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
SISCAQU006 Supervise clients in aquatic locations	SISCAQU019 Supervise patron safety in aquatic locations	<p>Assessment Conditions removed.</p> <p>N Title changed. Elements reworded. Performance Criteria reordered and reworded, with clearer performance measures added. Performance Evidence amended to provide clearer information about volume of evidence. Knowledge Evidence extended to indicate scope and depth, with significant additions and deletions to reflect Performance Criteria. Duplicative information about assessment activities in Assessment Conditions removed and covered elsewhere in the unit.</p>
SISCAQU007 Perform advanced water rescues	SISCAQU021 Perform complex water rescues	<p>N Title changed. Prerequisites removed. First Aid aspects removed from Elements 3 and 4 and associated Knowledge and Performance Evidence. First Aid completed after the rescue is covered by discrete First Aid Units. Elements reworded. Performance Criteria reordered and reworded, with clearer performance measures added. Additional Performance Criteria covers removing person from water. Expression of Performance Evidence streamlined to provide clearer information about types of rescue activities, and extended to cover debriefing and incident reporting post-emergency. Knowledge Evidence extended to indicate scope and depth, with significant additions to cover Performance Criteria. Irrelevant information about assessment activities in</p>

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills	SISCAQU022 Plan swimming lessons SISCAQU023 Teach water familiarisation, buoyancy and mobility skills	<p>Assessment Conditions removed.</p> <p>N Prerequisite removed. Content from SISCAQU008 split between SISAQU022 (covers planning lessons) and SISCAQU023 (covers delivering lessons). Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each Unit. Performance Evidence amended to provide clearer information about volume of evidence. Now nominates session duration and number of learners for delivery of lessons. Knowledge Evidence amended to tailor content to updated scope of each Unit and to indicate scope and depth. Significant additions to fully cover Performance Criteria. CPR removed from Knowledge Evidence and now covered in First Aid Units. Duplicative information about assessment activities in Assessment Conditions removed and covered elsewhere in the Unit.</p>
SISCAQU009 Instruct water safety and survival skills	SISCAQU022 Plan swimming lessons SISCAQU024 Teach water safety and survival skills	<p>N Content from SISCAQU009 split between SISAQU022 (covers planning lessons) and SISCAQU024 (covers delivering lessons). Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each Unit. Performance Evidence amended to provide clearer information about volume of evidence. Now nominates session duration and number of learners for delivery of lessons. Knowledge Evidence amended to tailor content to updated scope of each Unit and to</p>

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		<p>indicate scope and depth. Significant additions to fully cover Performance Criteria. CPR removed from Knowledge Evidence and covered in First Aid Units. Duplicative information about assessment activities in Assessment Conditions removed and covered elsewhere in the Unit.</p>
SISCAQU010 Instruct swimming strokes	SISCAQU022 Plan swimming lessons SISCAQU025 Teach swimming strokes	<p>N Titled changed. Content from SISCAQU010 split between SISCAQU022 (covers planning lessons) and SISCAQU025 (covers delivering lessons). Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each Unit. Skill-based content of SISCAQU10 Element 1 incorporated into Element 3 (observing, analysing and correcting stroke). Other content moved to Knowledge Evidence. Performance Evidence amended to provide clearer information about volume of evidence. Now nominates session duration and number of learners for delivery of lessons. Knowledge Evidence amended to tailor content to updated scope of each Unit and to indicate scope and depth. Significant additions to fully cover Performance Criteria. CPR removed from Knowledge Evidence and covered in First Aid Units. Duplicative information about assessment activities in Assessment Conditions removed; covered elsewhere in the Unit.</p>
SISCAQU011 Promote development of infants	SISCAQU026 Promote development of infants and	<p>N Elements and Performance Criteria reworded.</p>

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
and toddlers in an aquatic environment	toddlers in an aquatic environment	Performance Evidence amended to provide clearer information about volume of evidence. Now nominates session duration and number of participants for sessions. Knowledge Evidence extended to indicate scope and depth; significant additions to fully cover Performance Criteria. Some content deleted so that focus is on the specifics for developing infants and toddlers. Duplicative information about assessment activities in Assessment Conditions removed; covered elsewhere in the unit.
SISCAQU012 Assist participants with a disability during aquatic activities	SISCAQU027 Assist participants with disability during aquatic activities	N Title changed. Elements reworded. Performance Criteria reworded, with clearer performance measures added. Performance Evidence amended to provide clearer information, and extended to cover determining needs, modifying activities according to need and evaluating assistance provided. Knowledge Evidence extended to fully cover Performance Criteria. First Aid, rescues and CPR removed from Knowledge Evidence; covered in other Units. Duplicative information about assessment activities in Assessment Conditions removed; covered elsewhere in the Unit.
	SISCAQU028 Provide oxygen resuscitation and therapy in an aquatic environment	Newly created
SISCAQU014 Operate self-contained breathing apparatus in an aquatic facility	SISCAQU018 Operate self-contained breathing apparatus in aquatic facility emergencies	N Title changed. Elements and Performance Criteria reordered for clarity, and reworded with clearer performance measures added.

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		<p>Performance Evidence extended to cover repair, maintenance and record keeping requirements for apparatus, and debriefing and incident reporting post-emergency.</p> <p>Knowledge Evidence extended to indicate scope and depth; significant additions to cover Performance Criteria – particularly knowledge of the apparatus.</p> <p>Duplicative information about assessment activities in Assessment Conditions removed; covered elsewhere in the Unit.</p> <p>Assessment Conditions make it clear that assessment must be completed in a public aquatic facility, and only via simulated activities.</p>
SISCCRD001 Facilitate community recreation initiatives	SISXMGT005 Facilitate community recreation initiatives	<p>N</p> <p>Re-categorised to new competency field Management (MGT).</p> <p>Additional Element and Performance Criteria added to cover designing community initiative. Foundation Skills added. Minor changes to Knowledge Evidence and Assessment Conditions.</p>
SISCCRO001 Plan and conduct recreation programs for older persons	SISXPLD002 Deliver recreation sessions SISXPLD003 Plan recreation programs	<p>N</p> <p>Re-categorised to new competency field Program Planning and Delivery (PLD).</p> <p>Duplicative content for planning and delivering recreation programs and sessions from SISXCAI003, SISXCAI004, SISCCRO001 and SISXDIS002 used to create two focused Units:</p> <p>SISXPLD002 (covers delivering recreation sessions), and SISXPLD003 (covers planning programs and sessions).</p> <p>Both cover meeting the needs of older people and people with disability.</p>

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		<p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each Unit. Performance Criteria reworded with clearer tasks and performance measures outlined. Performance Evidence amended with fewer programs and sessions required for assessment. Knowledge Evidence amended to tailor content to updated scope of each Unit. Significant changes to fully cover Performance Criteria. Duplicative information about assessment activities in Assessment Conditions removed; covered elsewhere in the Units.</p>
SISXADM001 Organise and supervise participant travel	SISXFAM001 Organise and supervise participant travel	<p>E Minor changes to Application. Foundation Skills added. Performance Evidence has now reduced the need to supervise and implement travel plans from 3 to 1. Knowledge Evidence reordered to complement PCs. Assessment Condition reference to assessment activities removed.</p>
SISXCAI001 Provide equipment for activities	SISXPLD001 Provide hire equipment for activities	<p>E Title changed. Re-categorised to new competency field Program Planning and Delivery (PLD). Performance Criteria reordered and reworded, with clearer performance measures added. Completing minor repairs removed; covered by another Unit, <i>SISXFAC006 Maintain activity equipment</i>. Performance Evidence amended to reduce number of pieces of equipment required for assessment.</p>

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		<p>Knowledge Evidence reworded to provide clearer expression of required knowledge. Irrelevant information about assessment activities in Assessment Conditions removed.</p>
SISXCAI002 Assist with activity sessions	Proposed for deletion.	<p>Unit duplicates content of another Unit within SIS Sport, Fitness and Recreation Training Package. Content is fully covered in: <i>SISOFLD001 Assist in conducting recreation sessions</i>. This Unit applies to all indoor and outdoor sport, fitness and recreation contexts.</p>
SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions	SISXPLD003 Plan recreation programs SISXPLD002 Deliver recreation sessions	<p>N Re-categorised to new competency field Program Planning and Delivery (PLD). Duplicative content for planning and delivering recreation programs and sessions from SISXCAI003, SISXCAI004, SISCCRO001 and SISXDIS002 used to create two focused Units: SISXPLD002 (covers delivering recreation sessions), and SISXPLD003 (covers planning programs and sessions). Both cover meeting the needs of older people and people with disability. Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each Unit. Performance Criteria reworded with clearer tasks and performance measures outlined. Performance Evidence amended with fewer programs and sessions required for assessment. Knowledge Evidence amended to tailor content to updated scope of each Unit. Significant changes to fully cover Performance Criteria.</p>

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		Duplicative information about assessment activities in Assessment Conditions removed; covered elsewhere in the Units.
SISXCAI004 Plan and conduct programs	SISXPLD003 Plan recreation programs SISXPLD002 Deliver recreation sessions	N Re-categorised to new competency field Program planning and delivery (PLD). Duplicative content for planning and delivering recreation programs and sessions from SISXCAI003, SISXCAI004, SISCCRO001 and SISXDIS002 used to create two focused Units: SISXPLD002 (covers delivering recreation sessions), and SISXPLD003 (covers planning programs and sessions). Both cover meeting the needs of older people and people with disability. Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each Unit. Performance Criteria reworded with clearer tasks and performance measures outlined. Performance Evidence amended with fewer programs and sessions required for assessment. Knowledge Evidence amended to tailor content to updated scope of each Unit. Significant changes to fully cover Performance Criteria. Duplicative information about assessment activities in Assessment Conditions removed; covered elsewhere in the Units.
SISXCAI005 Conduct individualised long term training programs.	SISXCAI011 Develop and instruct long-term training programs	N Unit Title changed. Application refined to better describe unit. Performance Criteria reworded for clarity.

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		Element 3 Plan individual session added with relevant Performance Criteria. Foundation Skills added. Performance Evidence and Knowledge Evidence updated to match Performance Criteria. Assessment Conditions refined.
SISXCAI006 Facilitate groups	SISXPLD004 Facilitate groups	E Re-categorised to new competency field Program Planning and Delivery (PLD). Minor changes to Performance Criteria to better describe facilitation of sport, fitness, aquatic and recreation groups, rather than business groups. Performance Evidence amended to allow more flexibility. Minor changes to sequence and content of Knowledge Evidence for clarity. Duplicative and irrelevant information about assessment activities in Assessment Conditions removed; covered elsewhere in the Unit.
SISXCAI007 Assist with activities not requiring equipment	Proposed for deletion	Proposed for deletion, to be replaced with <i>SISOFD001 Assist in conducting recreation sessions</i> .
SISXCCS001 Provide quality service	SISXCCS004 Provide quality service	E Application refined. Performance Criteria reworded to address job outcomes and provide links to organisational procedures. Foundation Skills refined. Performance Evidence changed from service period to nominated number of client interactions. Knowledge Evidence reworded to provide clearer expression of required knowledge to support Performance Criteria.
SISXCCS002 Coordinate client service activities	SISXCCS005 Coordinate client service activities	N Application refined. Element 2 split into 2 elements <i>to 2. Support implementation of client services</i> and <i>3. Evaluate and report client feedback</i> .

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		Performance Criteria adjusted to removed policy and procedure development and include program evaluation. Knowledge Evidence refined to support PCs. Assessment Conditions now include organisational resources referred to in PC and KE.
SISXCCS003 Address client needs	Proposed for deletion	Proposed for deletion. Skills and knowledge now located in planning Units for each subsector: e.g. <i>SISVOL001</i> , <i>SISOPLN002</i> , <i>SISFFIT035</i> and <i>SISXPLD002</i> .
SISXDIS001 Facilitate inclusion for people with a disability	SISXPLD005 Facilitate inclusion for people with disability	N Title changed. Re-categorised to new competency field Program Planning and Delivery (PLD). Unit was quite theoretical. Now refocused to cover practical skills to identify the needs of participants with disability and to facilitate their inclusion in an organisation's sport, fitness, aquatic or recreational activities. Significant changes to content of Elements and Performance Criteria to focus on practical skills. Performance Evidence amended to focus on practical evidence, and to provide clearer information about volume of evidence. Knowledge Evidence extended to indicate scope and depth; additions and deletions to reflect Performance Criteria. Duplicative and irrelevant information about assessment activities in Assessment Conditions removed; covered elsewhere in the Unit.
SISXDIS002 Plan and conduct disability programs	SISXPLD002 Deliver recreation sessions SISXPLD003 Plan recreation programs	N Re-categorised to new competency field Program Planning and Delivery (PLD). Duplicative content for planning and delivering recreation programs and sessions from

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		<p>SISXCAI003, SISXCAI004, SISCCRO001 and SISXDIS002 used to create two focused Units: SISXPLD002 (covers delivering recreation sessions), and SISXPLD003 (covers planning programs and sessions). Both cover meeting the needs of older people and people with disability. Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each Unit. Performance Criteria reworded with clearer tasks and performance measures outlined. Performance Evidence amended with fewer programs and sessions required for assessment. Knowledge Evidence amended to tailor content to updated scope of each Unit. Significant changes to fully cover Performance Criteria. Duplicative information about assessment activities in Assessment Conditions removed; covered elsewhere in the Units.</p>
SISXEMR001 Respond to emergency situations	SISXEMR003 Respond to emergency situations	<p>N References to circumstances and equipment that would rule out applicability to some industry contexts have been removed in favour of broader expression. Element 4 and Performance Criteria added to cover debriefing and incident reporting. Other Performance Criteria reordered and reworded, with clearer performance measures added. Performance Evidence amended to allow more flexibility for types of emergencies to be handled during assessment. Knowledge Evidence reworded to provide clearer expression of required knowledge.</p>

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		<p>Duplicative information about assessment activities in Assessment Conditions removed; covered elsewhere in the Unit.</p>
<p>SISXEMR002 Coordinate emergency responses</p>	<p>SISXEMR004 Coordinate emergency responses</p>	<p>N References to circumstances and equipment that would rule out applicability to some industry contexts have been removed in favour of broader expression. Significant changes to structure and content of Elements and Performance Criteria. Performance Criteria reworded with clearer tasks outlined and performance measures added. Duplication of PCs removed. Performance Evidence amended to allow more flexibility for types of emergencies to be coordinated during assessment. Significant changes to Knowledge Evidence to cover Performance Criteria, and to reflect the role of emergency response coordinator, rather than repeat content of <i>SISXEMR003 Respond to emergency situations</i>. Duplicative information about assessment activities in Assessment Conditions removed; covered elsewhere in the Unit.</p>
<p>SISXFAC001 Maintain equipment for activities</p>	<p>SISXFAC006 Maintain activity equipment</p>	<p>E Title changed. Overall content of Unit maintained. Performance Criteria reordered and reworded, with clearer performance measures added. Performance Evidence amended to allow more flexibility in repair and maintenance tasks required for assessment. Service periods removed. Knowledge Evidence reworded to provide clearer expression of required knowledge.</p>

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
SISXFAC002 Maintain sport, fitness and recreation facilities	SISXFAC007 Maintain clean facilities	<p>N</p> <p>Titled changed. Elements reworded. Performance Criteria reordered and reworded, with clearer performance measures added. Element 4 removed: not relevant to maintaining premises and content is covered in other Units. Performance Evidence amended to allow more flexibility in cleaning tasks required for assessment. Service periods removed. Knowledge Evidence reworded to provide clearer expression of required knowledge, and extended to fully cover Performance Criteria. Assessment Conditions amended to remove detailed list of equipment and cleaning agents.</p>
SISXFAC003 Implement facility maintenance programs	SISXFAC008 Monitor and maintain facility plant and equipment	<p>N</p> <p>Title changed. Unit was unfocused and unclear. Focus clarified with Unit now covering skills and knowledge required to complete inspections and maintenance and repair of facility equipment. Coordination of facility maintenance is covered in: <i>SISXFAC009 Coordinate facility maintenance</i>. Significant changes to structure and content of Elements and Performance Criteria. Elements 4 and 5 deleted. Significant changes to Performance Evidence and Knowledge Evidence. Irrelevant information about assessment activities in Assessment Conditions removed.</p>
SISXFAC004 Coordinate facility and equipment acquisition and maintenance	SISXFAC010 Develop maintenance and equipment acquisition plans	<p>N</p> <p>Title changed. Unit was unfocused and unclear. Focus clarified to match the senior function of developing</p>

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		<p>overarching facility maintenance and asset acquisition plans. This Unit contained duplicated content of others Units which has been deleted from Elements 3, 4 and 5. Deleted content covered in <i>SISXFAC009 Coordinate facility maintenance</i> and <i>SISXFAC011 Manage stock supply and purchase</i>. Significant changes to structure and content of Elements and Performance Criteria. Significant changes to Performance Evidence and Knowledge Evidence.</p>
SISXFAC005 Manage stock supply and purchase	SISXFAC011 Manage stock supply and purchase	<p>E Minor changes to Performance Criteria. Performance Evidence amended to provide clearer information about volume of evidence, and to allow more flexibility around types of stock. Knowledge Evidence amended to indicate scope, and re-ordered for clarity.</p>
SISXFIN001 Develop and review budgets for activities or projects	SISXFAM003 Develop and review budgets for activities or projects	<p>E Re-categorised to new cross-sector competency Finance Administration and Marketing (XFAM). Minor changes to Application. Performance Criteria in Elements 3 and 4 refined to provide clarity of intent. Minor changes to Assessment Conditions.</p>
SISXFIN002 Process financial transactions	SISXFAM002 Process financial transactions	<p>E Re-categorised to new cross-sector competency Finance Administration and Marketing (XFAM). Minor changes to Applications. Performance Criteria 1.7 added. Performance Evidence reworded to reflect current industry practices and to provide clarity. Knowledge Evidence reordered and petty cash removed.</p>

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		Minor changes to Assessment Conditions.
SISXHRM001 Recruit and manage volunteers	SISXMGT003 Recruit, induct and manage volunteers	N Re-categorised to new competency field Management (MGT). Title changed. Performance Criteria refined to provide clarity. Foundation Skills added. Performance Evidence reworded to provide clarity. Minor changes to Knowledge Evidence. Minor changes to Assessment Conditions.
SISXICT001 Select and use technology for sport, fitness and recreation work	SISXIND012 Select and use technology for sport, fitness and recreation work	E Re-categorised to cross-sector industry competency (XIND). Minor changes to Application. Element 2 and Performance Criteria changed to <i>Use industry-specific technologies</i> . Element 4 and PCs revised. Performance Evidence revised for clarity. Knowledge Evidence updated to support changes. Minor changes to Assessment Conditions.
SISXIND001 Work effectively in sport, fitness and recreation environments	Merged	Merged with <i>SISXIND002</i> to create <i>SISXIND011</i> . Duplication of Performance Criteria and Knowledge Evidence.
SISXIND002 Maintain sport, fitness and recreation industry knowledge	SISXIND011 Maintain sport, fitness and recreation industry knowledge	N Element 2 <i>Identify benefits of participation</i> and Performance Criteria added.
SISXIND003 Maintain legal knowledge for organisation governance	Proposed for deletion.	Minimal enrolments over multiple years. Unit duplicates content of another Unit within SIS Sport, Fitness and Recreation Training Package. Content is fully covered in <i>SISXIND008 Manage legal compliance in sport and recreation</i> .
SISXIND004 Analyse participation patterns	SISXFAM004 Analyse participation patterns	E

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		<p>Re-categorised to cross-sector Finance, Administration and Marketing competency (XFAM). Minor changes to Application. Element 3 and Performance Criteria changed to include documenting and presenting outcomes. Foundation Skills added. Performance Evidence, Knowledge Evidence and Assessment Conditions edited to provide clarity.</p>
<p>SISXIND005 Coordinate work teams or groups</p>	<p>SISXMGT004 Coordinate work teams</p>	<p>N Re-categorised to cross-sector Finance, Administration and Marketing competency (XFAM). Title Changed. Elements, Performance Criteria changed to meet job role requirements. Foundation Skills added. Knowledge Evidence changed to support Elements. Minor changes to Assessments Conditions</p>
<p>SISXIND006 Conduct sport, fitness or recreation events</p>	<p>SISXFAM006 Conduct sport, fitness or recreation events</p>	<p>E Re-categorised to cross-sector Finance, Administration and Marketing competency (XFAM). Minor changes to Performance Criteria in Element 2. Foundation Skills added. Performance Evidence reordered for clarity. Knowledge Evidence expanded to include systems and procedure for events and contingency and critical incident procedures. Minor changes to Assessment Conditions.</p>
<p>SISXIND007 Develop and implement participation strategies</p>	<p>SISXFAM005 Develop and implement participation strategies</p>	<p>E Re-categorised to cross-sector Finance, Administration and Marketing competency (XFAM). Minor changes to Application. Performance Criteria 2.1 added. Components of marketing plan added to Knowledge Evidence.</p>

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
SISXMGT001 Develop and maintain stakeholder relationships	SISXMGT002 Develop and maintain stakeholder relationships	E Minor rewording of Performance Criteria 1.2, 2.1 and 2.2. Foundation Skills added. Performance Evidence refined for clarity. Minor changes to Assessment Conditions.
SISXRES001 Conduct sustainable work practices in open spaces	Proposed for deletion.	Unit duplicates content of another Unit within SIS Sport, Fitness and Recreation Training Package. Content is fully covered in <i>SISOPLN006 Plan for minimal environmental impact</i> . This Unit applies to all sport, fitness and recreation contexts.
SISXRES002 Educate user groups	SISFAC012 Promote safe and effective use of facilities	N Title changed. Unit re-categorised to Facility Management. Unit was unfocused and unclear. Focus clarified with Unit now covering skills and knowledge required to promote the safe and effective use of facilities, activities and equipment through the development and dissemination of information to patrons. Significant changes to Elements and Performance Criteria. Significant changes to Performance Evidence and Knowledge Evidence. Duplicative and irrelevant information about assessment activities in Assessment Conditions removed; covered elsewhere in the Unit.
SISFFIT011 Instruct approved community fitness programs	Delete	Delete per Fitness update 2021
SISOODR506A Evaluate policy for an outdoor organisation	Delete	Delete per Outdoor update 2019
SISSSCO513 Plan and implement high performance training and recovery programs	Delete	Delete per Sport update 2019

Previous Unit Code and Title SIS V5.0	New Unit Code and Title SIS V6.0	Comment in Relation to Unit E = Equivalent N = Not Equivalent
SISSSDE503 Develop volunteer management policies	Delete	Delete per Sport update 2019
SISSSPA505A Coordinate team or group management	Delete	Delete per Sport update 2019
SISSSPA506A Coordinate team or group administration	Delete	Delete per Sport update 2019

Appendix D: List of Skill Sets

Qualification Code	Qualification Title
SISS00131	Aquatic Technical Operator
SISS00132	Swimming and Water Safety Teacher
SISS00133	Pool Lifeguard