



**SKILLSIQ**

CAPABLE PEOPLE MAKE CLEVER BUSINESS

**Provide Responsible Online Wagering  
Services**

**Consultation Guide**

**August 2019**

# Contents

Introduction.....	3
Project Background.....	3
Consultation Activities and Timelines.....	4
About this Consultation Guide.....	4
Questions for consideration.....	5
Appendix A: Training Package Unit of Competency Terminology Guide.....	6



## 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 and Training to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of training packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- 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 ensuring training package products reflect these needs.

## Project Background

On 28 April, 2016, the Commonwealth Government released its response to the Review of Illegal Offshore Wagering (the Review), which was conducted by the Hon. Barry O'Farrell. The Review found that strong and nationally consistent consumer protections need to be introduced to address the rise in online gambling harm and the increased convenience of online wagering.

In particular, the Review identified that online gambling is the fastest growing gambling segment in Australia, with over \$1.4 billion gambled online each year. Of concern to all governments is that the rate of problem gambling for online gamblers in Australia is three times higher than that across other gambling platforms, including land-based gambling.

Addressing these concerns, and at the core of the Government's response to the Review, is a National Consumer Protection Framework for Online Wagering in Australia (the National Framework). The aim of the National Framework is to provide strong and nationally consistent consumer protections for Australians who wager online.

A key consumer protection measure under the National Framework is the development of an online training module, which will aim to educate employees of Australian-licensed online wagering providers on the responsible provision of online wagering services. Although a definitive figure is not available, there are approximately 10,000 staff employed in the online wagering industry in Australia.

The ten National Framework consumer protection measures include:

### **9. Staff Training**

***Staff involved in providing online wagering services, or with the capacity to influence the service, will be trained in responsible service of online wagering. This will help to reduce harm by creating a culture of responsible gambling within wagering organisations nationally.***

The development of the Unit of Competency *CHCFIN005 Provide responsible online wagering services* has been commissioned to form the basis of this national training for employees of Australian-licensed online wagering services.

## Consultation Activities and Timelines

National consultation for Draft 1 of the new Unit is open from **8<sup>th</sup> August to 27<sup>th</sup> September 2019**. During this period input will be sought on the new unit of competency and associated assessment requirements relating to the responsible provision of online wagering.

SkillsIQ will be undertaking a number of key activities to engage industry stakeholders and VET professionals, including webinars and face-to-face workshops. Further details are posted on the SkillsIQ website here:

<https://www.skillsiq.com.au/CurrentProjectsandCaseStudies/OnlinewageringTPD>

Feedback can also be provided **online** via the SkillsIQ Feedback Forum, accessed at:

<https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/CHCCommunityServices/OnlineWageringDraft1>

When accessing the Feedback Forum, please first refer to the “How To” guide located on the page. It will provide directions for leaving and submitting comments.

Following the close of the consultation period, feedback received will be collated and evaluated. This feedback will inform the development of Draft 2 for validation.

To remain up to date with project developments, subscribe to SkillsIQ at:

<http://www.skillsiq.com.au/Subscribetoournewsletter.aspx>

## About this Consultation Guide

This guide, which should be read in conjunction with the applicable Draft Training Package Product, provides key consultation questions on which SkillsIQ seeks feedback to provide information to the IRC.

### Contact details

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## Questions for consideration

The following series of questions have been developed to guide feedback for Draft 1 of the *CHCFIN005 Provide responsible online wagering services* Unit of Competency.

### Unit of competency

- Are there any essential prerequisites that should be nominated?

### Title and Application statement - unit of competency

- Does the title reflect the skill being described? Could any be changed to better indicate what the unit covers?
- Does the application statement provide a clear and accurate description of the skill being described?

### Elements and Performance Criteria

- Do the elements and performance criteria accurately describe what people do providing responsible online wagering services? If not, what could be added?
- Do the performance criteria adequately describe the level of proficiency?

### Performance Evidence

- Would the types of evidence prove that a person is competent in all the unit outcomes, including performance criteria, foundation skills and knowledge?
- Is the suggested volume (sufficiency) of evidence appropriate? Too little, too much?
- Are the statements clear? Would assessors understand exactly what they must do?

### Knowledge Evidence

- What is the essential knowledge required of an individual in order to perform the tasks described in the performance criteria? Is the knowledge evidence requirement specific enough?
- Is there anything which should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors to understand the scope?

### Assessment Conditions

- Are the nominated environments appropriate?
- Are the statements clear? Would assessors understand what they must provide for assessment?

## Appendix A: Training Package Unit of Competency Terminology Guide

Units of Competency specify the skills and knowledge a learner needs in order to complete a work task. Each Unit of Competency has associated Assessment Requirements, which detail what a learner must demonstrate and know, in order to be deemed competent, along with any special conditions which apply to the assessment of competency.

<b>UNIT CODE</b>	Unique code which identifies the Unit of Competency
<b>UNIT TITLE</b>	The unit title is a brief statement of the outcome of the Unit of Competency, i.e. what is the task that they will be able to complete once they are deemed competent.
<b>APPLICATION</b>	<p>The application summarises:</p> <ul style="list-style-type: none"> <li>• the content of the Unit of Competency and the skill area it addresses</li> <li>• any relationship with other Units of Competency</li> <li>• any licensing requirements or relevant legislation</li> <li>• elaborates the Unit of Competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.</li> </ul>
<b>PREREQUISITE UNIT</b>	<p>Prerequisites are other Units of Competency or in some cases licences, etc. that a learner must complete before undertaking this Unit of Competency.</p> <p>This may be in order to provide underpinning skills or knowledge that is essential for a learner to undertake this Unit.</p>
<b>ELEMENTS</b>	The Elements are the basic themes of the Unit of Competency. They describe the significant functions that form part of the work task that the Unit of Competency covers.
<b>PERFORMANCE CRITERIA</b>	The Performance Criteria specify the required steps that enable the learner to undertake the work task.
<b>Assessment Requirements</b>	
<b>PERFORMANCE EVIDENCE</b>	Identifies what a learner must demonstrate in order to be deemed competent at the work task.
<b>KNOWLEDGE EVIDENCE</b>	Identifies what a learner needs to know in order to perform the work task effectively.
<b>ASSESSMENT CONDITION</b>	<p>Assessment Conditions provide the context for the Unit of Competency, describing essential operating conditions that must be present for assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.</p> <p>It may specify any of the following:</p> <ul style="list-style-type: none"> <li>• conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment or tools</li> <li>• whether or not the Unit must be assessed in the workplace or may also be assessed via simulation</li> <li>• resource implications, for example access to particular equipment, infrastructure or situations</li> <li>• any required characteristics of the assessor, e.g. must hold a higher qualification in that field, etc.</li> </ul>