



TRAINING FOR THE OUTDOOR
RECREATION SECTOR
FUTURE PRIORITIES
DECEMBER 2015



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Executive Summary

Background

Service Skills Australia commenced the review of the Outdoor Recreation qualifications, skill sets and units of competency in the SIS10 Sport, Fitness and Recreation Training Package in June 2014.

The ultimate objectives of this review were to:

- identify current industry needs
- review and update content to reflect current industry needs and standards
- streamline and remove duplicated content
- ensure compliance with the *Standards for Training Packages*.

By April 2015, review activities had included:

- an initial desktop analysis of the outdoor recreation components
- consultation with the Outdoor Recreation Sector Reference Group on industry needs
- an industry survey
- industry consultation via a discussion paper¹ outlining a proposed direction.

Transition to the Standards for Training Packages

From 1 January 2014, any new training package components submitted for endorsement must meet the *Standards for Training Packages*. Two key features of components developed under these Standards are the separation of the workplace performance standards (units of competency) from how they must be assessed (assessment requirements); and secondly, greater specification of the required evidence of performance and knowledge, and conditions for assessment of each unit of competency. Specifically, this includes:

- the frequency, volume and type of performance evidence that is required to show competency
- the type and depth of knowledge an individual needs to be able to undertake the task
- the mandatory conditions under which assessment must occur, such as timeframes, client relationships, physical conditions, equipment and resources, and assessor requirements.

For safety-critical industries such as outdoor recreation, making full use of this greater capacity for specification is critical to ensuring quality assessment practices and outcomes, thus ensuring that those working in the industry have the skills required to participate in, lead and instruct outdoor recreation activities safely.

ASQA Strategic Review: Training in Equine Programs in Australia

During the course of the review of outdoor recreation components, the Australian Skills Quality Authority (ASQA) initiated the Strategic Review into Training in Equine Programs in Australia following the NSW Coroner's recommendation that training related to horse riding and handling be reviewed after the fatality of a student. The Coroner identified significant concerns with the content and conduct of training, as well as the adequacy of trainer and assessor competencies. While the student was completing a unit of competency from the Rural Production Training Package, all units of competency, skill sets and qualifications relating to equine activities are being analysed as part of the review. Given the current SIS10 Sport, Fitness and Recreation Training Package includes six units of competency and four skill sets related to equine activities,

¹ Service Skills Australia (2015) *Outdoor Recreation Discussion Paper*, available at <https://www.serviceskills.com.au/sport-fitness-and-recreation-training-package#outdoor-recreation-updates>

Service Skills Australia has been extensively involved throughout the process, including serving on the Steering Committee.

As a result of this important review and its effect on horse riding and handling units contained in this training package, it was decided that the review be deferred until the completion of ASQA's review and release of its recommendations. This ensures that the review will be undertaken from a more informed viewpoint, resulting in a higher quality product for industry, particularly as there will also be an opportunity for industry to consider whether ASQA's recommendations are applicable to any other safety-critical activities in outdoor recreation. It will also place the industry in the best position to be considered a priority area by the Australian Industry and Skills Committee given the more substantial nature of the review and minimise the disruption to industry and the training environment that would have occurred if two separate reviews and endorsements took place within a short period of time.

About this report

This report has been produced to assist the outdoor industry to rapidly develop a business case for submission to the Australian Industry and Skills Committee, under the new training package development process that will commence January 2016. Consequently, this report seeks to:

- capture and preserve industry's feedback and the work to date
- propose key recommendations for the review of the training package
- discuss the relevant recommendations from the ASQA Strategic Review into Equine Training.

Industry has expressed significant support for progress to continue as per the recommendations outlined in this report and would like to see them adopted as soon as possible. More detailed information concerning the new arrangements for training package development are provided in the [Next steps](#) section of this report.

Overview of outdoor recreation content

The current outdoor recreation components within the SIS10 Sport, Fitness and Recreation Training Package consist of:

- 291 units of competency
- 4 qualifications
- 75 skill sets, comprising between 5 and 33 units of competency.

The outdoor recreation content within the training package is consequently considered to be comparatively large. For example, the entire current SIT12 Tourism, Travel and Hospitality Training Package consists of 408 units of competency and 27 skill sets, despite corresponding to a much larger sector.

Units of competency either relate specifically to one of 28 outdoor activity areas or are generic in the sense that they are skills relevant across all or many outdoor activities. Such generic or cross-activity skills include:

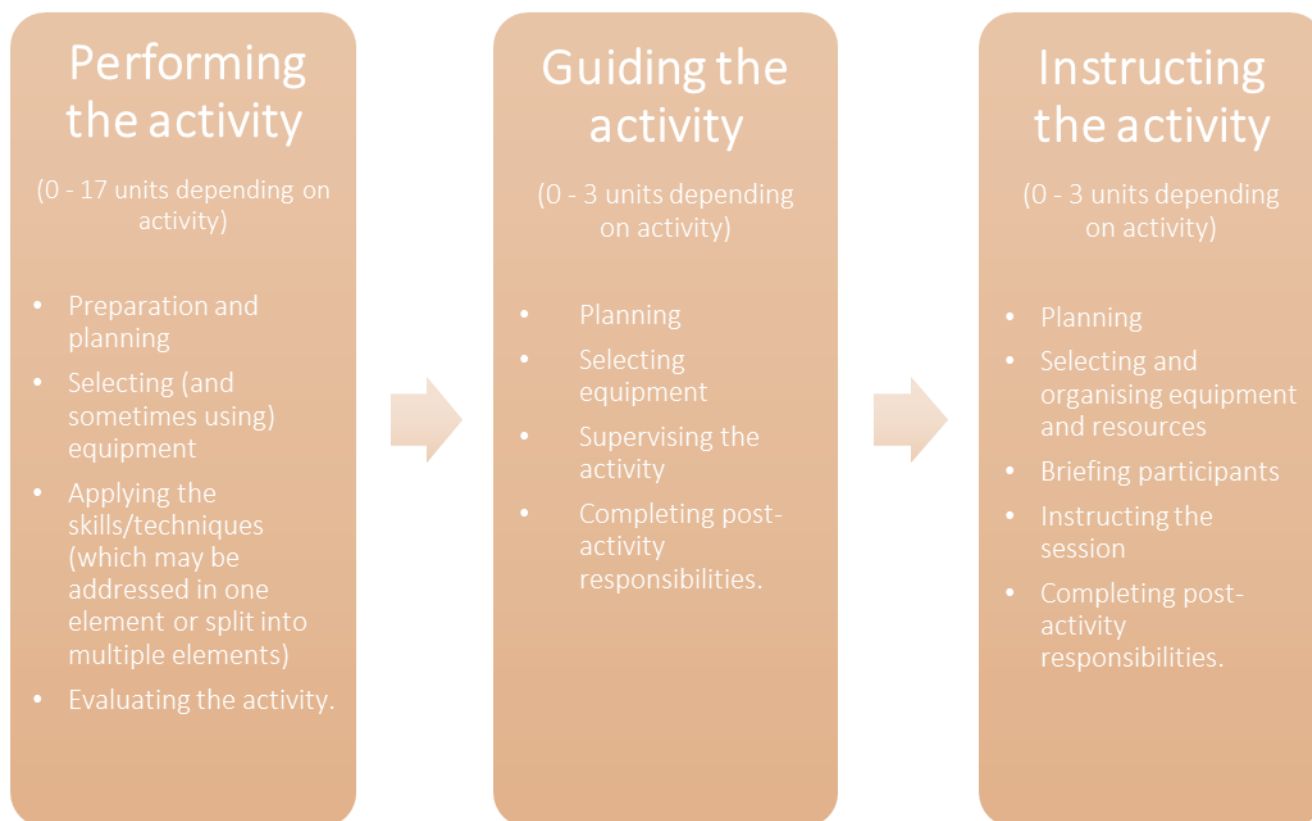
- Adventure-based learning
- Interpretation
- Navigation
- Planning/organisation
- Rescue
- Weather interpretation.

These cross-activity skills may also be covered as an element within activity-specific units of competency, or units of competency may be dedicated to a cross-activity skill applied in a particular activity area.

A list of the 28 activity areas can be found in [Appendix A](#). The number of unit of competency for each activity ranges from 1 unit of competency (archery) to 22 (caving), as detailed in [Appendix B](#).

In the current training package, groups of outdoor activity-specific units of competency generally follow a common model in how they are structured. As shown in Figure 1, the current structure is based around performing or demonstrating the activity, guiding the activity, and instructing the activity – each of which may be addressed through one or more units of competency depending on the activity area. Typical unit content within the current training package is also listed in Figure 1.

Figure 1: Typical structure of activity-specific units of competency in the current training package



Identified issues and industry feedback

Consultation activities undertaken in 2014 and 2015 indicated that a number of facets of the Outdoor Recreation components of the training package could be improved to better meet the needs of industry. This section outlines these areas, along with a summary of industry feedback. This overview enables industry's views to be the starting point for the national consultation process in the future review of the training package, whereby agreed actions can be implemented.

Qualifications

Job role alignment

The current training package aligns job roles with the outdoor recreation qualifications as outlined in Industry was consulted on how well these job roles reflected industry practice and expectations.

Table 1 Industry was consulted on how well these job roles reflected industry practice and expectations.

Table 1: Job roles aligned to current outdoor recreation qualifications

Qualification	Job role(s)
Certificate II in Outdoor Recreation	<ul style="list-style-type: none"> • Outdoor activity assistant • Outdoor participants.
Certificate III in Outdoor Recreation	<ul style="list-style-type: none"> • Outdoor guide (controlled environment).
Certificate IV in Outdoor Recreation	<ul style="list-style-type: none"> • Outdoor guide (uncontrolled environment) • Outdoor instructor.
Diploma of Outdoor Recreation	<ul style="list-style-type: none"> • Facilitator • Operations manager • Outdoor guide (uncontrolled environment) • Outdoor instructor • Program manager.

A key issue raised was the need to move away from the distinction between 'Guides' and 'Instructors' and instead use the job title of 'Outdoor Leader', which received significant industry support. Industry put the view that in practice, some degree of instruction will always be required or that practitioners will operate at both levels for their job. Consequently, defining features of work at different levels tended to be based on:

- the *degree* of instruction involved
- the level of activity risk and skill
- levels of supervision
- degree of involvement in risk assessment and management.

At the Diploma level, senior non-technical roles (e.g. risk and logistics management) were highlighted and it was proposed that these skill needs would be addressed through streams and a review of entry requirements. Industry feedback also indicated that there was no job outcome for the Certificate II in Outdoor Recreation, but rather a pathway into further learning. The proposed reconfiguration of qualification levels and their relationship to job roles is outlined in Table 2.

Table 2: Proposed job role alignment with qualifications

AQF Level	II	III	IV	V (Diploma)
Qualification title	Certificate II in Outdoor Activity Skills	Certificate III in Outdoor Leadership	Certificate IV in Outdoor Leadership	Diploma of Outdoor Leadership and Management
Job title	Trainee Leader	Assistant Leader/Leader	Leader/ Instructor	Manager or Facilitator or Senior Leader/Senior Instructor
Vocational Outcome	Pathway qualification - no vocational outcome.	Works independently in a relatively controlled environment or in an uncontrolled environment under supervision.	Works in controlled and uncontrolled environments.	Depending on the stream chosen (Business Management, Adventure-based Learning, or Technical), works at a senior level, with the possibility of specialisation in logistics and/or risk.
Activity skills and knowledge	Participates in an outdoor activity.	Underpinning knowledge of the activity.	High-level activity skills.	Underpinning knowledge of the activity and may hold a high level of activity skills.
Instruction	Understands their role in a group.	Undertakes a low level of Instruction.	Facilitates/ instructs activities.	May facilitate/ instruct activities depending on chosen stream and role.
Trip type	N/A	Extended/ potentially uncontrolled setting within defined parameters.	Extended/ uncontrolled setting.	If relevant, extended/ uncontrolled setting.
Risk Level	Knows how to keep own self safe when participating in an activity.	Low level of activity risk.	High level of activity risk.	Organisational risk.
Risk assessment	N/A	Interprets and adapts existing risk assessment based on group characteristics and weather/ seasonal factors.	Completes risk assessment for outdoor activity/trip and creates and implements a risk management plan based on Adventure Activity Standards (AAS).	Establishes and maintains organisational risk management plan based on AAS and organisational policy. Able to assess risk across various activity groups.
Planning	N/A	Interprets and adapts existing activity plan based on group characteristics and weather seasonal factors.	Creates and implements an activity plan based on risk assessment using AAS, based on group characteristics, equipment and weather/ seasonal/ environmental factors, within organisational guidelines.	Develops and co-ordinates programs at an organisational level based on AAS and organisational policy.

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Following the proposal of a revised framework in the *Outdoor Recreation Discussion Paper* (January 2015)², some in industry, while agreeing in principle, believed that the move to 'Leader' for the purposes of the qualifications will lead to confusion about the differentiation between qualifications. The Queensland Outdoor Recreation Federation (QORF) and Skills Alliance report from their co-led forum indicated that the group believed that the term 'Leader' is not specific enough, with a preference for a distinction between 'Guide', 'Senior Guide', 'Instructor' and 'Manager'. It was also generally acknowledged that instruction of an activity area, where the intended outcome is to impart the required skills for the participant to be able to perform the activity independently, requires the leader to hold a higher level of technical activity skills, which would be attained in a higher-level qualification. Industry feedback indicated a compromised course of action could be to retain the use of 'Leader' as a generic reference to practitioners in the industry, but retain a distinction between the job roles defined at each level.

Recommendation: Align job roles to qualifications as outlined in Table 2, with further consideration given to the assigned job roles at the Certificate III and IV level.

Related to this, the issue has been raised by many in industry that the use of 'outdoor recreation' in the titles of qualifications is not appropriately reflective of the nature of the industry. It is argued that it does not capture the highly-skilled role of graduates in leading groups in activities and that the intent of outdoor activities is seldom recreation but often 'educational, instructional, health and fitness, therapeutic, social, environmental, personal development and spiritual'. Consequently, industry has advocated for a change to 'Outdoor Leadership', which would also reflect the ANZSCO title of Outdoor Adventure Leader and the National Outdoor Leader Registration Scheme (NOLRS).

Recommendation: Amend qualification titles from 'recreation' to 'leadership', as indicated in Table 2.

Qualification packaging rules

The packaging rules of outdoor recreation qualifications are of great importance, as industry stakeholders have expressed that, in fact, unit of competency choice and skill sets are the main consideration for employers rather than the qualification level. It was emphasised that competency in a minimum of four to five activity skill areas is required to be employable, and therefore the packaging rules should allow for this but also retain the flexibility to undertake a smaller number of activity areas to a greater depth. Currently the qualifications allow for a maximum of three areas. As such, there was support for a modest increase in the number of activities required for attaining an outdoor leadership qualification – provided it represents a real increase in competencies, not a dilution of other skills sets. It was recommended by Outdoors Victoria that there be a minimum of two activities for Certificate III, three for a Certificate IV, and four for a Diploma, should the technical stream be chosen.

Some industry stakeholders also considered that there would be a benefit in reconsidering whether it was necessary to restrict the packaging of higher-level skill units of competency to higher-level qualifications (Certificate IV or Diploma of Outdoor Recreation).

The current structure of the outdoor recreation qualifications is outlined in Table 3.

² Service Skills Australia, (January 2015) *Outdoor Recreation Discussion Paper*, accessible at: www.serviceskills.com.au/sites/default/files/files/OR-UpdateDirectionDiscussionPaperD1-3.pdf

Table 3: Current packaging rules for outdoor recreation qualifications

Qualification	Core units	Electives	Total number of units
Certificate II in Outdoor Recreation	5	10 elective units, consisting of: <ul style="list-style-type: none"> • all the units in any one of Groups A to S • the remaining to make up the required 10 elective units from General electives, or any of the groups above; up to 3 of these may be selected elsewhere in SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 2 or 3. 	15
Certificate III in Outdoor Recreation	12	12 elective units, consisting of: <ul style="list-style-type: none"> • all the units in any two of Groups A to AJ, or • all the units in any one of Groups A to AJ, and all the units in any one of Groups AK to AT • the remaining to make up the required 12 elective units from General electives, or any of the above groups; up to 4 of these remaining units may be selected elsewhere in SIS10, or any current accredited course or other Training Package, and must be first packaged at AQF level 2, 3 or 4. 	24
Certificate IV in Outdoor Recreation	15	16 elective units, consisting of: <ul style="list-style-type: none"> • all the units in any two of Groups A to AAK, or • all the units in any one of Groups A to AAK and all the units in any one of Groups AAL to AAX • the remaining to make up the required 16 elective units from the General electives, or any of the above groups; up to 5 of these remaining units may be selected elsewhere in SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 2, 3 or 4. 	31
Diploma of Outdoor Recreation	18	15 elective units, consisting of: <ul style="list-style-type: none"> • all the units in any two of Groups A to AK, or • all the units in any one of Groups A to AK, and all the units in any one of Groups AL to AT • the remaining to make up the required 15 elective units from General electives, or any of the above groups; up to 5 of these elective units may be selected elsewhere in SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 4 or 5. 	33

Recommendation: Increase the possible number of activity areas, as determined by packaging rules, to four.

Core units of competency

The outdoor recreation qualifications are considered quite large and somewhat inflexible, with a high number of core units. As indicated in Table 3, core units range between 5 and 18 units, representing approximately 50 per cent of the requirements to complete each qualification from the Certificate III and above. The current range of skills included in the core of each qualification are detailed in Table 4.

Table 4: Current framework for core unit skills

Certificate II	<ul style="list-style-type: none"> • Effective sport and recreation industry practice • Environmental impact • First Aid • Session organisation and conduct • WHS³
Additional for Certificate III	<ul style="list-style-type: none"> • Customer service • Emergency response • Group facilitation • Risk management • Weather interpretation • Work organisation • Work skill instruction
Additional for Certificate IV	<ul style="list-style-type: none"> • Legal compliance • Project coordination • Resource management • Search and rescue
Additional for Diploma	<ul style="list-style-type: none"> • Facility/equipment acquisition and maintenance • Policy evaluation

Because of this, and in response to the policy intent of the *Standards for Training Packages* to streamline qualifications and reduce duplication, the *Outdoor Recreation Discussion Paper* proposed a streamlined model for the core units of competency that would be packaged within qualifications. The core was proposed to address the following essential cross-functional skills:

- Risk management:
 - Understand and follow risk management systems.
 - Manage the needs of a group and program in relation to wellbeing, safety briefings and safety management systems.
- Instructional methods:
 - Establish effective learning environments.
 - Ensure participation and engagement through effective facilitation and teaching skills.
 - Incorporate safe practice into instruction.
- Leadership:
 - Apply leadership strategies to facilitate learning through adventure activities.
 - Identify and facilitate needs of groups and individuals.
 - Use conflict resolution and motivational skills.
- First Aid (Imported)
- Communication systems and equipment operation (Imported).

³ Current Outdoor Recreation qualifications refer to OHS, which will need to be updated in the future redevelopment of the training package.

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As detailed in the following section, the proposal to give greater prominence to risk management is consistent with the recommendations of the *ASQA Strategic Review of Training in Equine Programs in Australia*.

A key requirement for achieving a reduction in core units would be the embedding of some cross-sector skills into activity-specific skills. In particular, following an industry survey and consultation, the following skills were identified in the Discussion Paper as suitable for embedding in activity-specific skills:

- Environmental impact (3 units of competency)
- Interpretation (2 units of competency)
- Navigation (3 units of competency)
- Policy Evaluation (1 unit of competency)
- Session/Programming Planning (4 units of competency)
- Temporary/Overnight site (1 unit of competency)
- Weather interpretation (3 units of competency).

While some industry support was received for this proposal, there were also significant concerns. The Outdoor Recreation Industry Council of NSW (ORIC NSW), indicated that it did not support removing navigation cross-sector skills from among the core units (while acknowledging that navigation skills can also be embedded within activity-specific skills). Another piece of feedback noted that similar concerns would exist for weather interpretation, environmental impact and navigation, as activity-based forms are not transferable (for example, the environmental impact of surfing is different to climbing, while weather interpretation for rope-based activity is different to water-based activities). Outdoors WA also raised the issue that the model for embedding cross-activity skills will not achieve a reduction in duplication of content as desired, but in fact increase it as the benefit of core units is the subsequent ability to avoid repetition in elective units.

Recommendation: Reconsider the embedded model of cross-activity skills.

Skill sets

Many outdoor recreation skill sets could be considered de facto qualifications, as many include large numbers of units of competency that represent the skills required for a complete job role, as opposed to a defined industry need.

The Sector Reference Group meeting held in July 2014 agreed that:

- Skill sets should function as a pathway to employment and work as building blocks to a full qualification.
- Skill sets are currently too large and pre-requisites should be deleted where possible, except where specialised units of competency require sequential progression (which is consistent with the discussion of the ASQA recommendations later in this report).
- Activity-specific skills should be the focus of all skill sets (this recognises their current function of certifying activity competency).

Responses to the *Outdoor Recreation Discussion Paper* overwhelmingly emphasised the importance of improving the relationship between skill sets and qualifications, so that they accumulate to a qualification in a straightforward way.

Other feedback included the need to reduce the size, and the need to better align skill sets with Australian Activity Standards and activity-based accreditation schemes (e.g. the Australian Canoeing Award Scheme). It was also noted that despite the focus on activity-specific skills in skill sets, essential cross-activity skills that

are relevant to an activity must be included so that safety is not compromised in cases where the skill set is the only certification held by the individual.

Recommendation: Redesign skill sets so that they accumulate to a full qualification and are aligned to industry accreditation schemes where relevant.

Units of competency

Breadth of activity areas

As listed in [Appendix A](#), there are 28 activity areas covered by outdoor recreation units of competency. A survey was distributed to the Sector Reference Group members and their networks to gain further intelligence on the degree of usage of these units, and this was also raised in the January 2015 *Outdoor Recreation Discussion Paper*.

The survey identified strong industry support and usage of units in the following activity areas (the number of units of competency are detailed after each area):

- Abseiling (artificial) (7)
- Abseiling (natural) (10)
- Bushwalking (13)
- Canoeing (10)
- Caving (22)
- Challenge ropes (6)
- Climbing (artificial) (11)
- Climbing (natural) (12)
- Cycling (off-road) (4)
- Kayaking (10)
- Kayaking (sea) (8)
- Snorkelling (3).

In contrast, the following activity areas have been identified, based on NCVET statistics, as having zero or low enrolments in publicly-funded training (the number of units of competency are detailed after each area):

- Motorcycling (off highway) (7)
- Yachting – windsurfing (6).

The enrolments for these units of competency over the last three years since endorsement of the SIS10 Sport, Fitness and Recreation Training Package are listed in Table 5.

Table 5: Subject enrolments in low up-take activity areas

	2011	2012	2013	2014	Total
Motorcycling (off-highway)					
SISOTBR201A - Select, set up and maintain an off-highway motorcycle	0	1	0	6	7
SISOTBR202A - Demonstrate basic off-highway motorcycling skills	0	0	0	0	0

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SISOTBR303A_-_Apply advanced off-highway motorcycling skills	0	1	0	0	1
SISOTBR304A_-_Guide off-highway motorcycle tours	0	1	0	0	1
SISOTBR405A - Guide extended off-highway motorcycle tours	0	0	0	0	0
SISOTBR406A - Instruct basic off-highway motorcycling skills	0	0	0	0	0
SISOTBR507A - Instruct advanced off-highway motorcycling skills	0	0	0	0	0
Yachting (windsurfing)					
SISOYSA201A_-_Demonstrate basic sailboarding skills in controlled conditions	0	38	38	24	100
SISOYSA302A - Apply enhanced windsurfing skills in moderate conditions	0	0	0	0	0
SISOYSA303A - Use a sailboard in stronger winds	0	0	0	0	0
SISOYSA404A - Use long boards in difficult conditions	0	0	0	0	0
SISOYSA405A - Use short boards in difficult conditions	0	0	0	0	0
SISOYSA406A - Instruct windsurfing	0	0	0	0	0

Source: NCVER, National VET Provider Collection, extracted from VOCSTATS

In addition, the following activity areas are characterised by low enrolments in certain units of competency (often at the higher-skill level), with substantial enrolments in other units of competency:

- Caving (22)
- Climbing (artificial) (11)
- Horse riding and handling (18)
- Fishing (17)
- Skiing (downhill) (8).

There was industry support for re-considering the utility of including fishing, boating and equestrian/equine units, however this will need further industry consultation to confirm the appropriateness of these proposals. Furthermore, the location of horse riding and handling units need to be considered in light of the ASQA Strategic Review, which is outlined in greater detail in the later section of this report, [Outcomes of the ASQA strategic review into equine training](#). It was also noted by FutureNow that concern has been raised in Western Australia over the number of students undertaking fishing units under a fee-for-service basis (and therefore not included in the enrolment figures), yet industry noting the limited industry opportunities in this area for graduates.

The enrolments in units of competency for these activities are listed below in

Table 6.

Table 6: Subject enrolments in low up-take activity-specific units of competency

	2014	2013	2012	2011	Total
Climbing (artificial)					
SISOCLA201A_-_Demonstrate top rope climbing skills on artificial surfaces	829	824	366	0	2019
SISOCLA302A_-_Apply top rope climbing skills on artificial surfaces	108	155	62	8	333
SISOCLA303A_-_Establish belays for climbing on artificial surfaces	102	137	65	8	312
SISOCLA304A_-_Guide top rope climbing activities on artificial surfaces	85	130	56	8	279
SISOCLA311_-_Guide top rope climbing activities on artificial surfaces	20	0	0	0	20
SISOCLA406A_-_Apply lead climbing skills on artificial surfaces	0	1	3	0	4
SISOCLA407A_-_Apply multi pitch lead climbing skills on artificial surfaces	0	2	0	0	2
SISOCLA408A_-_Establish belays for multi pitch climbing on artificial surfaces	0	3	0	0	3
SISOCLA409A_-_Instruct lead climbing on single pitch artificial surfaces	0	3	1	0	4
SISOCLA412_-_Instruct top rope climbing on artificial surfaces	2	0	0	0	2
SISOCLA510A_-_Instruct lead climbing on multi pitch artificial surfaces	0	2	0	0	2
SISOCLA305A - Apply route setting skills	0	0	0	0	0
Caving					
SISOCVE201A_-_Demonstrate caving skills	54	42	30	0	126
SISOCVE302A_-_Apply single pitch abseiling skills in caves	26	23	12	0	61
SISOCVE303A_-_Rig a ladder pitch	2	2	12	0	16
SISOCVE304A_-_Apply laddering skills	27	0	12	0	39
SISOCVE305A_-_Apply caving specific single rope techniques	28	1	12	0	41
SISOCVE306A_-_Rig ropes and establish belays in caves	2	0	12	0	14

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SISOCVE307A_-_Guide vertical single pitch caving trips	2	0	11	0	13
SISOCVE308A_-_Guide horizontal caving trips	2	0	11	0	13
SISOCVE411A_-_Apply vertical caving skills	26	0	0	0	26
SISOCVE417A_-_Instruct vertical single pitch caving skills	1	0	1	0	2
SISOCVE521A - Apply advanced cave diving skills	0	0	0	0	0
SISOCVE518A - Apply cave diving skills	0	0	0	0	0
SISOCVE416A - Apply cavern diving skills	0	0	0	0	0
SISOCVE519A - Apply sinkhole diving skills	0	0	0	0	0
SISOCVE520A - Apply sump diving skills	0	0	0	0	0
SISOCVE414A - Guide vertical multi pitch caving trips	0	0	0	0	0
SISOCVE522A - Instruct vertical multi pitch caving skills	0	0	0	0	0
SISOCVE413A - Navigate in untrogged caves	0	0	0	0	0
SISOCVE415A - Perform cave rescues	0	0	0	0	0
SISOCVE410A - Rig a complex pitch using caving specific techniques	0	0	0	0	0
SISOCVE409A - Rig ladders in complex situations	0	0	0	0	0
SISOCVE412A - Rig multi pitches in complex vertical cave systems	0	0	0	0	0
Horse riding and handling					
SISOEQO201A_-_Handle horses	439	278	11	0	728
SISOEQO202A_-_Demonstrate basic horse riding skills	68	55	74	0	197
SISOEQO303A_-_Conduct horse riding sessions in an arena	3	4	3	0	10
SISOEQO304A_-_Apply first aid for horses	151	41	41	2	235
SISOEQO305A_-_Ride horses in tracked areas	3	12	9	0	24
SISOEQO306A_-_Guide day horse trail rides in tracked areas	3	7	5	0	15
SISOEQO407A_-_Select horses for a program	2	1	0	0	3
SISOEQO408A_-_Determine nutritional requirements for horses	184	35	17	2	238
SISOEQO409A_-_Train and condition horses	18	7	17	2	44
SISOEQO410A_-_Guide overnight horse trail rides in tracked areas	0	5	5	0	10

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SISOEQO414A_-_Instruct horse riding and handling skills	0	1	1	0	2
SISOEQO418 - Apply anatomy and physiology to equine performance	0	0	0	0	0
SISOEQO413A - Guide trail rides in remote areas	0	0	0	0	0
SISOEQO412A - Manage horse illness and injuries in remote areas	0	0	0	0	0
SISOEQO515A - Manage stable maintenance	0	0	0	0	0
SISOEQO516A - Manage the education of horses	0	0	0	0	0
SISOEQO411A - Ride horses in remote areas	0	0	0	0	0
SISOEQO317 - Supervise horse handling	0	0	0	0	0
Fishing					
SISOFSH201A_-_Catch and handle fish	164	196	162	0	522
SISOFSH202A_-_Select, catch and use bait	88	83	37	0	208
SISOFSH203A_-_Select, rig and use terminal tackle	12	42	37	0	91
SISOFSH204A_-_Select, use and maintain fishing tackle outfits	2	42	32	0	76
SISOFSH205A_-_Construct and work simple fishing lures	2	42	37	0	81
SISOFSH206A_-_Locate and attract fish	67	144	110	0	321
SISOFSH309A_-_Apply fly fishing skills	0	2	0	0	2
SISOFSH417A_-_Demonstrate marine offshore fishing skills	0	20	4	0	24
SISOFSH313A - Catch crabs, prawns and squid	0	0	0	0	0
SISOFSH314A - Construct and repair fishing rods	0	0	0	0	0
SISOFSH315A - Demonstrate beach fishing skills	0	0	0	0	0
SISOFSH312A - Demonstrate estuary fishing skills	0	0	0	0	0
SISOFSH311A - Demonstrate freshwater fishing skills	0	0	0	0	0
SISOFSH416A - Demonstrate marine inshore fishing skills	0	0	0	0	0
SISOFSH307A - Guide fishing trips	0	0	0	0	0
SISOFSH308A - Instruct fishing skills	0	0	0	0	0
SISOFSH310A - Tie simple fishing flies	0	0	0	0	0
Skiing (downhill)					
SISOSKI201A_-_Demonstrate alpine skiing skills downhill on beginner terrain	42	50	723	0	815
SISOSKI402A_-_Alpine ski downhill on intermediate terrain	0	6	638	0	644

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SISOSKI403A - Alpine ski downhill on advanced terrain	0	0	0	0	0
SISOSKI404A - Alpine ski downhill off-piste	0	0	0	0	0
SISOSKI405A - Alpine free ski on all terrain	0	0	0	0	0
SISOSKI406A - Telemark ski downhill on intermediate terrain	0	0	0	0	0
SISOSKI407A - Telemark ski downhill on advanced terrain	0	0	0	0	0
SISOSKI408A - Instruct alpine skiing skills	0	0	0	0	0

Source: NCVET, National VET Provider Collection, extracted from VOCSTATS

While not raised in the previous discussion papers, it was also noted that 4WDing could more logically sit, alongside off-road motorcycling, with the training packages related to transport and logistics. However, it was also raised by industry stakeholders that industry preferred the logical structure and sequence of SIS units related to 4WDing, as compared to those that currently exist in the Transport and Logistics Training Package. Outdoors WA also specifically noted that all units of competency with zero enrolments should be a focus for review to consider their ongoing need and that the number of units in areas with disproportionately high numbers of units, such as caving, be reviewed. The Outdoor Council of Australia also noted that while some areas should be considered for relocation to other training packages, new areas emerging in the industry should be considered. Such emerging areas include adventure race support, indoor skydiving, and outdoor and artificial amusement venues.

Recommendation: Undertake further consultation to consider the relocation of units of competency related to fishing, horse riding and handling, boating, 4WDing and off-road motorcycling, while considering the inclusion of other emerging areas.

Scope of units of competency

Number per activity area

The desktop analysis identified that there was an inconsistent approach to the number of units of competency specified for each activity area, even when accounting for the varying levels of difficulty and skill requirements for different activities.

In addition to the proposal to review the number of units for each activity area, the following examples were identified where units of competency may have been defined too narrowly:

- Caving (Rig a ladder pitch – which could be considered part of Apply laddering skills)
- Fishing (Tie simple fishing flies – which could be considered part of Apply fly fishing skills)
- Snowboarding (Snowboard on advanced terrain; Snowboard freestyle on advanced terrain; Snowboard alpine-style on advanced terrain).

There was little feedback received specifically on this proposal, but the forum of industry stakeholders conducted by the Queensland Outdoor Recreation Foundation (QORF) and Skills Alliance identified that the fishing activity area contained too many units.

Referring to enrolment figures, however, does lend support to reconfiguring the competencies within activity areas, given areas, given the low enrolments in the units identified, as shown in

Table 7.

Table 7: Subject enrolments in selected units of competency

	2011	2012	2013	2014	Total
SISOCVE303A_-_Rig a ladder pitch	0	12	2	2	16
SISOCVE304A_-_Apply laddering skills	0	12	0	27	39
SISOFSH309A_-_Apply fly fishing skills	0	0	2	0	2
SISOFSH310A - Tie simple fishing flies	0	0	0	0	0
SISOSKB404A_-_Snowboard on advanced terrain	0	13	0	0	13
SISOSKB405A - Snowboard freestyle on advanced terrain	0	0	0	0	0
SISOSKB406A - Snowboard alpine-style on advanced terrain	0	0	0	0	0

Source: NCVER, National VET Provider Collection, extracted from VOCSTATS

Recommendation: Proceed with the review of the configuration of units of competency within activity areas.

Guiding and instructing skills

In the current training package, most activity areas have one or more units of competency that focus on demonstrating the activity, as well as units dedicated to guiding, and then instructing the activity. For example, for Kayaking, there is a unit of competency “Demonstrate inland kayaking skills on Grade 3 water” plus a unit of competency “Guide kayaking trips on Grade 3 water, plus “Instruct kayaking skills on Grade 3 water”. The units of competency are very similar in terms of performance criteria with virtually identical wording.

The *Outdoor Recreation Discussion Paper* proposed the development of cross-activity units of competency relating to the transferrable skills of guiding and instructing activities. Those units would then be combined with activity-specific technical units so that individuals would be qualified to guide and/or instruct in all of the activities in which they have the required technical skills. This would facilitate a reduction in the number of units of competency dedicated to guiding and instructing skills for each activity, and significantly reduce duplication.

There was generally little support for the proposal to rely solely on generic guiding and instructing skills, with a view that individuals needed to be assessed for their ability to guide and instruct each activity. This was mostly because industry practitioners believed the ability to instruct or guide a particular activity area required more than being competent in demonstrating or practicing the activity — they must hold more advanced technical skills, knowledge and understanding of each particular activity, leading to a level of ‘unconscious competency’ or mastery, in addition to the capacity to guide and instruct. There remained

support for the development of generic guiding and instructing units for use at an introductory level in non-technical and basic activities, but this would need to be supplemented with activity-specific guiding and instructing units for intermediate to advanced technical activities.

Furthermore, industry stakeholders emphasised the distinction between being able to guide an activity compared to instructing it, with an example being that keeping someone safe in single pitch climbing requires a different skill set to teaching someone to be able to single pitch lead climb without supervision.

Recommendation: Proceed with the development of cross-activity units of competency for leadership/instructional skills, yet retain activity-specific guiding and instructing units for intermediate to advanced technical activities.

Imported units of competency

The desktop analysis identified a small number of cases where it might be appropriate to import units of competency from other training packages, rather than duplicate content. Doing so would be consistent with the *Training Package Development and Endorsement Process Policy* underpinning the *Standards for Training Packages* to remove duplication.

Units of competency identified as potentially appropriate to import from other training packages include:

- *HLTAID005 Provide first aid in remote situations*
- 4WD skills (units of competency from the TLI Transport and Logistics Training Package, such as *TLIC2025A Operate four wheel drive vehicle*).
- Interpretation units of competency from the SIT12 Tourism, Travel and Hospitality Training Package, such as *SITTPPD402 Develop interpretive activities*, *SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments*, *SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape*, *SITTGDE308 Prepare specialised interpretive content on marine environments*).
- Guiding units of competency from the SIT12 Tourism, Travel and Hospitality Training Package.

Industry feedback suggested that the use of tourism guiding units was not appropriate for inclusion in the outdoor recreation qualifications. Concerns were also raised regarding the first aid unit from the HLT Health Training Package as it does not cover the skill and knowledge required by those working in an outdoor environment. In this type of environment, extended patient care is undertaken with little or no specialised equipment (i.e. just the leader's first aid kit and the collective outdoor gear carried by the group) whereas the *HLTAID005 Provide first aid in remote situations* relies on equipment such as spine boards, defibrillator units and oxygen. Those that use the 4WD unit also noted the inadequacy of the TLI unit compared to the current SIS unit.

Recommendation: Reconsider the inclusion of the proposed imported units of competency.

Transition to the Standards for Training Packages

The Discussion Paper presented three template units of competency to illustrate both the new features of units of competency templates as specified in the *Standards for Training Packages*, as well as the streamlining of units of competency through the embedding of certain skills and the broadening of units of competency coverage. Industry noted that previous versions of the training package contained such specifications, which were progressively stripped away due to policy requirements to 'streamline' training

packages rather than due to industry support. Consequently, the industry is highly supportive of the moves to return to this level of specification.

The greatest amount of feedback related to the assessor requirements for each unit of competency above those prescribed in the *Standards for Registered Training Organisations*. There was a common view that, in principle, the requirement could include:

- holding a qualification one AQF level above the qualification in which the unit of competency being assessed is packaged, which in practice would require holding higher-level instructional units of competency within the specified activity.
- minimum industry experience (through log books) and ongoing professional development/currency requirements. There was some feedback to suggest this could be linked to the National Outdoor Leader Registration Scheme (NOLRS), yet this was not the consensus. The Outdoors WA forum also noted that some skill areas, such as rescue, require upskilling and practice on a regular basis, thus necessitating greater currency requirements. This will require further consultation and consideration on how this is specifically stated in the assessment requirements for each unit of competency across different activities and levels.

In relation to other assessment conditions, there was general agreement that assessment must occur in the outdoors and not in a simulated environment. It was also generally agreed that assessment must occur with genuine novice participants rather than peers, who are themselves skilled and not reflect the true dynamics of a client group. However, it was noted that, of course, leading peer groups would likely be the first step in the skill development process.

There was support for mandatory work placements, and other stakeholders indicated that student log books could be a suitable substitute or complement (which would also include personal experience). It was noted that this should be specified explicitly as auditors have been found to have rejected logbooks as a legitimate form of evidence.

There was unanimous agreement that performance should be demonstrated numerous times to provide evidence of, and ensure, consistency of performance, although the volume/frequency to be specified will need further consultation on a unit-by-unit basis. A stakeholder also suggested that the timeframe between delivery and assessment be defined so that assessment does not take place too quickly after delivery to ensure that the skills have been retained. There was also support for assessment to be specified in different environments, locations and weather conditions, for minimum trip durations (e.g. a Grade 2 whitewater trip of more than 2 hours). The forum conducted by Outdoors WA suggested the need for maximum durations for assessment completion (i.e. completion within a certain timeframe). It was noted that industry activity-based qualifications, such as the Australian Canoeing Award Scheme, often contained rigorous stipulation of assessment requirements. These could inform the assessment requirements in the units of competency and it was also stressed that the assessment requirements should not be less rigorous than the industry activity-based qualification schemes.

The template provided in the *Outdoor Recreation Discussion Paper* for the bushwalking units identified a number of areas where the specification and definition of terms needed further detail to ensure that they were sufficiently clear for trainers and assessors, and importantly, for auditors. For example, the description of 'extreme bushland' in the performance evidence could be clarified to entail 'densely forested areas where it is difficult to navigate more than a specified distance at a time'. These, along with the specific performance evidence, knowledge evidence and assessment conditions on a unit-by-unit basis will require ongoing consultation and validation as the review progresses.

Recommendation: Undertake further unit-by-unit consultation (informed by industry accreditation schemes where relevant) to implement greater specification of the following assessment requirements, which are greatly supported by industry:

- Assessor requirements for activity instruction competency and industry experience and currency
- Assessment conditions specifying a mandatory outdoor environment (not simulated environment) and with groups involving genuine novice participants (not peers).
- Performance evidence specifying:
 - Volume/frequency of performance and timeframe between each occasion
 - length of trip/grade/difficulty/weather conditions
 - maximum duration for completion.

Outcomes of the ASQA strategic review into equine training

Background

During the course of the review of outdoor recreation components, the Australian Skills Quality Authority (ASQA) initiated the Strategic Review of *Training in Equine Programs in Australia*. This was instigated by the NSW Coroner's recommendation that training related to horse riding and handling be reviewed after the fatality of a student. The Coroner identified significant concerns with the content and conduct of training, as well as the adequacy of trainer and assessor competencies.

While the student was completing a unit of competency from the Rural Production Training Package, all units of competency, skill sets and qualifications relating to equine activities were analysed as part of the review, including six units of competency and four skill sets related to equine activities in the current SIS10 Sport, Fitness and Recreation Training Package. Service Skills Australia has been extensively involved throughout the process, including membership of the review's Steering Committee.

The ASQA review identified that horse riding and handling results in significant injuries, hospitalisations and fatalities, necessitating a greater focus on safety. In relation to training, stakeholders expressed concern about the safety and risk management practices undertaken during training and assessment and the role of training packages in contributing to safety in the field more generally through producing highly skilled graduates with a strong understanding of safe practice.

The recommendations relating to mitigating risk and addressing safety concerns in equine training programs are, in many cases, worthy of consideration in other safety-critical sectors in outdoor recreation. As such, a review of all training package components in safety-critical areas should be undertaken in this context.

As in equine training programs, the risk in outdoor recreation training not only stems from inadequate risk management practices and safety precautions during the delivery and assessment of training, but also from the risk arising more broadly from poor quality training and assessment practices. This potentially leads to inadequately skilled guides, coaches or instructors with risk to all those involved.

Many of the recommendations, which are elaborated on in the following section, require changes to training packages, including training content, conduct, duration, entry requirements and trainer and assessor competencies. Importantly, while many of the recommendations refer to the new features of the *Standards for Training Packages*, some will not be possible to implement until further modifications are made to the templates for training package components. In particular this relates to further specification about safe training provision and conditions for quality assessment. As outlined in ASQA's recommendations, these changes should be implemented as soon as is practicable. The Australian Industry and Skills Committee has been advised to direct these changes and prioritise their scheduling under the new framework for training package development and review. Given these changes are likely to have a significant positive impact on improving safety in high-risk industries, Service Skills Australia believes these should be considered as soon as is practicable in consultation with industry.

ASQA's recommendations and potential implications for equine content in the SIS Sport, Fitness and Recreation Training Package

Following extensive stakeholder consultation and an audit of half of the registered training organisations (20) which had delivered equine programs in 2014, ASQA identified 11 recommendations⁴ designed to improve the safety of training in equine training programs, which are discussed below. It will be important for industry to give due consideration to these recommendations for the horse riding and handling-related units within the SIS Sport, Fitness and Recreation Training Package as Recommendation 2 clearly states:

Recommendation 2: It is recommended that the Australian Industry and Skills Committee ensures that the training packages approved have appropriately incorporated the recommendations from this report.

Training package rationalisation

Perhaps of preliminary importance for the SIS Sport, Fitness and Recreation Training Package is Recommendation 10, which highlights the diversity of VET equine programs, including both training package qualifications and accredited courses. Currently, both Service Skills Australia and AgriFood Skills Australia manage training packages with content related to horse riding and handling. AgriFood Skills Australia maintains relevant units and qualifications in four separate training packages and Service Skills Australia, one training package. In addition, there are seven accredited courses with associated units of competency, of which two have expired. The report particularly notes the confusion this number of courses causes for students, which may result in enrolments in courses not suited to their level of proficiency. The recommendation states:

Recommendation 10: It is recommended that training package developers in their review of equine qualifications:

- *scan all current VET equine accredited courses to determine whether the training packages can meet the needs currently included in those courses and if so, to include those competencies in the training packages; and*
- *include key bodies from the non-VET equine sectors in the review process to ensure their experiences in safety and risk management inform the development of the revised qualifications.*

While not a direct recommendation, a valid consideration is whether industry believes there is a need for the SIS Sport, Fitness and Recreation Training Package to contain dedicated units, qualification and skill sets related to horse riding, handling and instruction, or whether there could be a rationalisation of training package components so that they fall under the purview of one training package developer. While not in great volume, there was some feedback which specifically identified these training package components as not relevant for the outdoor recreation industry and publicly-funded enrolments were shown to be low in many of these units. However, it is also noted that the current SIS10 Sport, Fitness and Recreation Training Package components are used as the basis for accreditation with Horse Safety Australia, and as assessor requirements for the Certificate III in Horse Industry Practice (Performance Horse), Diploma of Horse Industry Management (Performance Horse) and Certificate II in Horse Industry Operations (Performance

⁴ At the time of writing, ASQA's Final Report had been released confidentially to the review's committee, of which Service Skills Australia was a member. ASQA advised the final report would be made public during the week beginning 2 December 2015.

Horse). It was also found to be the most common training undertaken by current trainers and assessors across all relevant training packages and accredited courses by the ASQA audit.

Should the industry choose to retain these units, the training package developers would certainly benefit from directly meeting the stated recommendation through reviewing accredited courses and involving Horse Safety Australia, Equestrian Australia and Pony Club Australia in the review process, as has occurred in previous reviews, to ensure adequate consideration is given to safety and risk management.

Assuming the continued inclusion of equine-related components in the SIS Sport, Fitness and Recreation Training Package, the following recommendations would also become relevant for a future review of the training package in order to better ensure quality outcomes.

Recommendation: That industry consider whether the SIS Sport, Fitness and Recreation Training Package should retain units related to horse riding or handling.

Embedding safety in training

Recommendation 5 proposes that a future review of equine qualifications include a focus on safety in all units, include a specification of entry requirements related to rider proficiency for horse riding and handling units, and the potential development of a qualification that could form an entry requirements for equine qualifications. Specifically, it states:

Recommendation 5: It is recommended that training package developers in their review of equine qualifications and development of a new entry level Certificate II in Horse Care:

- *ensure that regardless of the vocational stream, each unit has a strong and consistent focus on safety in riding and handling and an understanding of horse behaviour;*
- *specify the level of rider proficiency required for participation in training for horse riding units, and;*
- *ensure that for all learners identified as novice or inexperienced in horse riding or handling, the core units of the new Certificate II must be completed as part of any qualification/accredited course relating to horses and that in addition, such novice or inexperienced learners who wish to achieve a horse riding outcome, must complete the following two units:*
 - *Perform horse riding skills at walk or trot, and*
 - *Perform horse riding skills at walk, trot and canter.*

In relation to the first aspect of the recommendation, Service Skills Australia agrees that it would be appropriate to review all relevant units in consultation with industry bodies to determine whether the required skills and knowledge to remain safe are reflected in sufficient depth.

Relevant units are:

- SISOEQO201A Handle horses
- SISOEQO202A Demonstrate basic horse riding skills

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- SISOEQO303A Conduct horse riding sessions in an arena
- SISOEQO304A Apply first aid for horses
- SISOEQO305A Ride horses in tracked areas
- SISOEQO306A Guide day horse trail rides in tracked areas
- SISOEQO317 Supervise horse handling
- SISOEQO407A Select horses for a program
- SISOEQO408A Determine nutritional requirements for horses
- SISOEQO409A Train and condition horses
- SISOEQO410A Guide overnight horse trail rides in tracked areas
- SISOEQO411A Ride horses in remote areas
- SISOEQO412A Manage horse illness and injuries in remote areas
- SISOEQO413A Guide trail rides in remote areas
- SISOEQO414A Instruct horse riding and handling skills
- SISOEQO418 Apply anatomy and physiology to equine performance
- SISOEQO515A Manage stable maintenance
- SISOEQO516A Manage the education of horses.⁵

In relation to the second aspect of Recommendation 5, the specification of the rider proficiency required for participation in units of competency can only be achieved through the use of the pre-requisite field within units of competency. Unlike qualification entry requirements, which can broadly specify industry experience, pre-requisites can only be specified in terms of unit(s) of competency. There would therefore need to be units of competency that reflected the desired riding proficiency. Some of the units listed above do relate to demonstrating riding skills—SISOEQO202A Demonstrate basic horse riding skills, SISOEQO305A Ride horses in tracked areas and SISOEQO411A Ride horses in remote areas. Industry would need to determine whether these units specify appropriate levels of proficiency and include sufficient level of detail.

Recommendation: That industry consider whether the current units related to demonstrating riding skills, SISOEQO202A, SISOEQO305A and SISOEQO411A, are suitable for specifying rider proficiency as a pre-requisite unit of competency.

The final aspect of the recommendation relates to the use of the core units of the new entry level Certificate II in Horse Care as an entry requirement for all qualifications related to horse riding and handling. This qualification is currently under development by AgriFood Skills Australia. From an outdoor recreation perspective, this qualification entry requirement would not be feasible as the outdoor recreation qualifications apply across a broad range of activity areas. The alternative would be to consider specifying relevant core units of the proposed Certificate II in Horse Care as pre-requisite units of competency for horse riding and handling units of competency in the SIS Sport Fitness and Recreation Training Package.

Recommendation: That industry consider whether the core units of the proposed Certificate II in Horse Care are suitable as pre-requisites for SIS units related to horse riding and handling.

⁵ An additional five units are contained in the SIS10 Sport, Fitness and Recreation Training Package that are related to the sport of equestrian: SISSEQS302A Demonstrate basic dressage and show horse skills, SISSEQS301A Demonstrate basic dressage, show jumping and cross-country riding, SISSEQS303A Teach the fundamental skills of riding, SISSEQS404A Teach the intermediate skills of riding on the flat and SISSEQS405A Teach the intermediate skills of riding over fences.

Quality training and assessment

Recommendations 4 and 8, are also relevant for SIS units related to horse riding and handling and make use of new fields in the unit of competency templates in the *Standards for Training Packages*. These recommendations have a role to play in ensuring safety through upholding quality training and assessment. Recommendation 4 proposes that the risk assessment documents contained in the Australian Horse Industry Council's guidelines, *Procedures for the Delivery of Horse Industry Training*, be considered for inclusion in the assessment conditions fields of equine units.⁶ This would make their use in training and assessment strategies mandatory. Templates for consideration include:

- Horse Program Induction Checklist
- Horse-Related Practical Activities - Pre-activity Risk Assessment
- Horse Suitability Audit and Biosecurity Declaration
- Participant Acknowledgement of Risk
- Horse-related Practical Activities - Participant Self-Assessment
- Health Information - Participant Self-Assessment
- Horse Usage Register.

In addition, the risk assessment documents contained in the Australian Horse Industry Council's guidelines can be referenced in the mandatory Training Package Companion Volume Implementation Guide to increase awareness and use. It should also be noted that Recommendation 3 of the report proposes that ASQA issue a General Direction that will require RTOs to evaluate and document learner rider proficiency prior to the commencement of training.

Recommendation: That the risk assessment documents within the Australian Horse Industry Council's guidelines, *Procedures for the Delivery of Horse Industry Training*, be considered for inclusion in the assessment conditions fields of SIS equine units.

Recommendation 8 of the ASQA Strategic Review builds on the use of the *Standards for Training Packages* by more clearly specifying performance evidence, knowledge evidence and assessment conditions. This recommendation is in response to stakeholder and regulator concerns with:

- the significant use of third party reports and online assessment
- qualified assessors not being present to observe and judge competence
- poor assessment of observed practical skills
- inadequate performance indicators to ensure reliability and validity of assessment
- insufficient assessment evidence to substantiate the competency judgement
- insufficient requirements to practically demonstrate skills
- a lack of guidance about the progression in horse handling and riding skills and the number of horses on which to demonstrate competency in the assessment requirements.

Recommendation 8 states:

Recommendation 8: It is recommended that training package developers in their review of equine qualifications:

⁶ Available at http://c.ymcdn.com/sites/www.agrifoodskills.net.au/resource/resmgr/training_packages/2013-09-20_procedures_for_th.pdf

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- *provide clearer and more specific requirements for performance evidence, knowledge evidence and assessment conditions for each unit of competency;*
- *specify, where required, the direct observation of competency by a qualified assessor;*
- *consider whether specifications of mandatory templates for valid skills observation documents and assessment tools should be included in the performance evidence and assessment conditions in units of competency; and*
- *specify in assessor requirements that assessors must have qualifications in instruction or coaching of horse riding/handling, noting that there is currently a range of such qualifications in use and that these should be reviewed to consider their suitability.*

Consideration of the first part of Recommendation 8 will occur as a matter of course given the requirement to transition all training components to the *Standards for Training Packages*, which provide these new fields. However, it will be important that stakeholders give thorough consideration as to how best to use these new fields, and to do so in a way that has an impact on quality and is not simply an ineffective burden on training providers. In particular, it will be important to consider:

- where to specify the direct observation of skills
- the appropriate assessment environment (e.g. a workplace)
- the number and nature of horses on which competency must be demonstrated
- assessor requirements.

Recommendation: Proceed with consultation related to implementing the *Standards for Training Packages*, with specific consideration for specifying direct observation of skills, and the number and nature of horses on which competency must be demonstrated.

In relation to the latter, it is of critical importance that the review of the relevant units and skill sets in the SIS10 Sport, Fitness and Recreation Training Package consider their potential suitability as the basis for assessor requirements. Currently, they underpin Horse Safety Australia's accreditation of instructors and they are found by the review to be widely used among current trainers and assessors, making them a possible benchmark for this and other training packages. The review must consider whether these units have sufficient rigour to function in this way and should involve consultation with other training package developers for this reason.

Recommendation: Consider the applicability of the relevant SIS horse riding and handling-related units and skills sets for use as assessor requirements within the SIS Sport, Fitness and Recreation Training Package and other training packages and accredited courses.

Finally, Recommendation 7 of the report, while relevant, relies on national policy changes to the *Standards for Training Packages*. As such, it may be some time before those changes are implemented. The recommendation specifically identifies the need for a new field in both qualification and unit of competency

templates that states a minimum volume of learning benchmark. This would be accompanied by advice in the Companion Volume Implementation Guide as to appropriate variations to the minimum benchmark. Importantly, it is uncertain whether it would be viable to delay further development work until such changes are made so that the number of reviews can be minimised.

Recommendation: In preparation for the amendment to the *Standards for Training Packages*, undertake consultation on appropriate volume of learning benchmarks at the unit of competency and qualification level.

Other recommendations

The ASQA report makes a number of other recommendations that, if actioned, would contribute to the safe conduct of training, however these do not impact on the SIS Sport, Fitness and Recreation Training Package specifically. For stakeholders' reference, these relate to:

- The adoption of the Safe Work Australia *Guide to Managing Risks When New and Inexperienced Persons Interact with Horses* by state and territory work health and safety regulators, and consideration that it be developed as a Code of Practice.
- That ASQA focuses its audits on volume of learning in high risk areas such as equine qualifications.
- Consideration of including *TAEASS502B Design and develop assessment tools* as a core unit in the Certificate IV in Training and Assessment.
- That ASQA ensure that proposed or applications for renewed accredited courses appropriately reflect the changes proposed for Training Packages in recommendations 5, 7 and 8.

Risk management in the broader outdoor recreation, education and adventure sector

Potential broader consideration of recommendations

While ASQA's review focused solely on equine activities, it is worthwhile considering the broader applicability of the recommendations to other safety-critical outdoor activities. Similar to the acknowledgement in ASQA's review, safety-critical sectors benefit from both a focus on developing skills and knowledge required to implement safe practices and risk management, but also ensuring quality training and assessment that produces skilled graduates. Finally, the review acknowledges the workplace health and safety responsibilities of training providers in delivering and assessing training for activities that pose a risk to safety. The outdoor sector would benefit from considering the following ASQA recommendations in a future review of the training package.

Recommendations 3 and 6 note the importance of adopting best-practice resources in risk management and safety. This can be encouraged among training providers and also addressed in training so that graduates follow best practice. In the last decade, risk management processes have gained more prominence within the 'led' outdoor activity sector. As highlighted by industry expert and researcher, Claire Dallat, this is partly driven by workplace health and safety legislation, the increasing interest from regulatory authorities, as well as an industry-wide cultural shift that has recognised the need for 'a proactive approach to hazard identification and risk management to prevent serious injuries'.⁷ Furthermore, the need for organisations to fulfil their duty of care obligations to prevent legal action and the ability to obtain public liability insurance is dependent on undertaking robust risk management processes. While there is currently no comprehensive dataset that specifies the actual level of risk in these activities, it is clear that accidents and incidents do occur. However, it should also be noted that the existing limited data does suggest that the level of risk is

⁷ http://www.oric.org.au/Conference/Profile_Clare_Dallat.html

relatively lower comparable to other sport activities, including horse riding.⁸ The growing industry emphasis on risk management has manifested in a number of recent developments as outlined below. The training package must both reflect and contribute to this strengthened risk management emphasis.

Adventure Activity Standards (AAS)

A significant development has been the introduction of the Adventure Activity Standards (AAS). The AAS outline the 'best practice framework for safe and responsible planning and delivery of outdoor adventure activities with dependent participants'.⁹ Since the endorsement by the Federal Sport and Recreation Ministers' Council in 2004 to institute state and territory Adventure Activity Standards, these have been developed and adopted in Victoria, South Australia, Tasmania, Western Australia, Queensland and New South Wales. More recently, industry has agreed to develop one set of national standards, the Australian Adventure Activity Standards (AAAS).¹⁰

In making this shift, the industry has flagged the need to better future-proof information that is likely to change, of which the industry training package is a key example. In the past, state-based standards have referred to the outdoor recreation qualifications and units of competency in the Sport, Fitness and Recreation Training Package as a benchmark for outdoor activity leader's skills, knowledge and experience. Given these regularly become superseded, the AAAS is exploring the option of confining this and similar information to appendices or keeping references generic. It is expected, however, that the AAAS and training package consultation processes will remain interdependent and that the training package should reference the AAAS in units of competency as the industry standards for the conduct of outdoor adventure activities.

Recommendation: Participate in and keep abreast of developments in the development of the AAAS and consider their inclusion as a reference in the training package when available.

Understanding and Preventing Led Outdoor Accidents Data System (UPLOADS)

Another important component of risk management is incident reporting. This can provide an evidence base for the development and review of organisational risk management strategies. At an industry level, there is also significant value in aggregating this information to understand the risks associated with different types of led outdoor activities. As mentioned earlier, there is currently no comprehensive information on the incidence of injury, hospitalisations or fatalities arising from led outdoor activities, and therefore, an accurate understanding of the risk involved in these activities is lacking.

In response to the lack of data, the UPLOADS (Understanding and Preventing Led Outdoor Accidents Data System) project¹¹ was instigated 'to develop a standardised, national approach to incident reporting and learning for the outdoor sector in Australia'.¹² The project is a collaboration between researchers at the University of the Sunshine Coast, Monash University and Federation University Australia, and Australian outdoor education and recreation associations, providers and government departments. As the project continues to refine the data system and raise awareness, there will be a role for the training package to contribute to institutionalising its use in the industry through referencing the system, and incorporating the

⁸ Australian Institute of Health and Welfare, 2014, *Australian sports injury hospitalisations 2011–12: Injury research and statistics series no. 92*. Cat. no. INJCAT 168. Canberra: AIHW, available at: <http://www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=60129549097>

⁹ <http://australianaas.org.au/wp-content/uploads/2015/10/Australian-AAS-faq-flyer-final.pdf>

¹⁰ <http://australianaas.org.au/wp-content/uploads/2015/10/Australian-AAS-faq-flyer-final.pdf>

¹¹ For more information, visit: <http://uploadsproject.org/>

¹² Goode, N., Finch, C., Cassell, E., Lenne, M.G. & Salmon, P.M. (2014). What would you like? Identifying the required characteristics of an industry-wide incident reporting and learning system for the led outdoor activity sector. *Australian Journal of Outdoor Education*.

relevant skills and knowledge for its use at all relevant levels. As detailed in Table 2: Proposed job role alignment with qualifications, industry has made some progress in better defining the appropriate level of skills and knowledge related to risk management across all levels. A proposed future outcome of the research will be the development of outdoors risk assessment tools using a systems-based approach. This is considered the leading approach to incident causation analysis and, therefore, should form the basis of risk management as well. Such an approach would extend the current focus of risk management from participants, equipment and environment to a wider network of potential risks. Future training package reviews should continue to monitor and reflect developments in risk management for the sector.

Recommendation: That industry consider inclusion of the Understanding and Preventing Led Outdoor Accidents Data System (UPLOADS) in relevant risk management units and keep abreast of developments related to best practice outdoor activity risk management practices arising from this and related projects.

Use of entry requirements and pre-requisite units of competency

Another critical issue identified in the ASQA review is the evaluation of learner proficiency prior to training, and the use of entry requirements and pre-requisites in the training package. Currently, there are examples of activities that do not specify pre-requisites for advanced skills. For example, *SISOBWG508A Apply advanced bushwalking skills in arid areas* does not contain any pre-requisite units in lower-level bushwalking skills, such as *SISOBWG201A Demonstrate bushwalking skills in a controlled environment*. While it may be the case that these are appropriate omissions, and the overuse of pre-requisite units can create unintended inflexibility, the review should confirm safety-critical requirements. While this will need further consultation on a unit-by-unit basis, industry feedback has noted that outdoor activity skills are often sequential in nature and implementing pre-requisites for higher-level activity skills would ensure that basic skills are developed before progressing to more technically demanding skills.

Recommendation: That industry consider where specification of pre-requisites for higher-level activity skills could assist in increasing safety in training conduct and improve learner outcomes without unduly impacting qualification flexibility.

Direct observation

Discussions about the use of new provisions for assessment requirements in the *Standards for Training Packages* have already been a feature of early review consultations, with a particular emphasis on the number of times evidence of performance must be provided to demonstrate consistency of competence, the nature of participants led in the activity, and assessor requirements. These discussions will continue when the review resumes. However, consideration could be given to the specific ASQA review recommendation about specifying direct observation where relevant.

Recommendation: That industry consider in which units of competency the direct observation of skills is required for assessment.

Course duration

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Finally, the short duration of courses was also identified by ASQA as a concern in the delivery of equine training programs. It is not clear to what extent this is a concern in the broader outdoor recreation sector. However, clearly if the *Standards for Training Packages* qualification and unit of competency templates are amended to allow for inclusion of this specification, industry would need to be consulted about appropriate volume of learning and permissible variation.

Recommendation: In preparation for the amendment to the *Standards for Training Packages*, undertake consultation on the appropriate volume of learning benchmarks at the unit of competency and qualification level of all outdoor recreation components.

Next steps

The new training package development process

In September 2014, the Hon Ian Macfarlane announced that there would be a new arrangement for training package development, which would involve the cessation of funding to Industry Skills Councils. Following this, in April 2015, the Hon Simon Birmingham announced the details of a new model, which would involve a competitive process to select a number of Skills Service Organisations (SSOs) to provide professional services to a number of Industry Reference Committees (IRCs). The process for selecting the new bodies to undertake Training Package development (Skills Service Organisations) is currently underway. Given the government's requirement for a reduced number of bodies and the commonalities and connections among the sectors covered by each organisation currently, Service Skills Australia has submitted an application to be a Skills Service Organisation in conjunction with the Community Services and Health Industry Skills Council. The new company, SkillsIQ, has been established as a not-for-profit limited by guarantee entity and will be able to better respond to the connectivity between these industries.

Once the new arrangements are operational in January 2016, a new process and funding model for training package development will be in place. The Australian Industry and Skills Committee, which was formed by the COAG Industry and Skills Council in April 2014 to streamline the VET governance arrangements, is responsible for overseeing qualifications and training package development, including the scheduling of these projects. Importantly, rather than a continuous improvement process, training package development will occur through a four-step process: industry proposal or IRC work plan, business case, training package development and the case for endorsement.

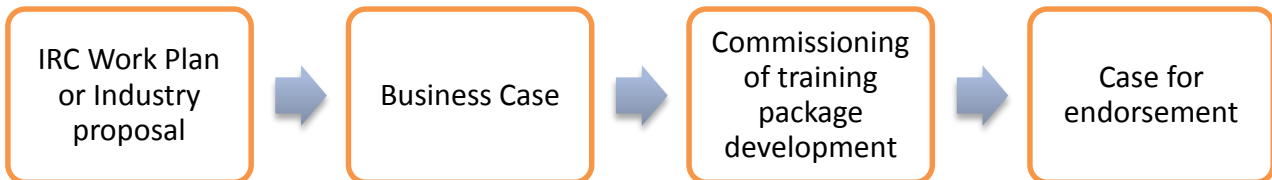
The process commences with the submission of an IRC Work Plan annually to the AISC stating industry's skill and training needs, or the submission of an industry proposal by an individual or party proposing a change to the training package.

The AISC will consider each IRC work plan and any industry proposals received in the context of government priorities, research and analysis of industry need and broader economic and international trends. The AISC will identify a National Schedule of priorities and will commission the development of business cases by the relevant SSO. This business case will outline:

- industry supported case for change and expected impact of the change including on the industry sector and on the VET sector;
- an assessment of the benefits and estimated costs to the VET sector and industry sectors that are expected from the proposed change, including an assessment of impact on productivity if the change is not made;
- the extent to which core common competencies can be used to support skills outcomes for the industries covered;
- the process that will be followed to ensure qualifications are current;
- the process that will be followed to ensure changes are incorporated into existing qualifications; and
- any external impacts such as regulatory changes or changes to industry practice which are driving the proposed change.

Having considered the Business Case, the AISC will then commission the technical development work and validation with industry. Once the development work is complete, a case for endorsement will be prepared by the SSO, which outlines that the training package meets the initial commissioning request and the *Standards for Training Packages* and *Training Package Products Policy*.

Figure 2: Overview of the new training package development processes



Under this new process, industry will need to have a clear understanding of what changes are needed and be able to articulate a clear rationale for change prior to commencing Training Package development. The report will assist the IRC and the broader industry to rapidly assemble an industry work plan and business case under the new arrangements underpinned by robust industry intelligence. Consequently, this will significantly reduce the time and burden on industry to work with the SSO on these stages, and ensure that the industry contribution to the process to date is not lost.

Appendix A – Activity areas and cross-activity generic skills

There are currently 291 outdoor recreation units across 28 different activity areas. Units are either activity-specific or cross-activity. The number of units per activity ranges from 1 (archery) to 22 (caving).

Table 8: Activity and cross-activity units and number of units of competency

Activity-specific units	Number of units	Cross-activity units	Number of units
Abseiling (artificial)	7	Adventure-based learning	3
Abseiling (natural)	10	Environmental impact	2
Archery	1	First Aid (remote)	1
Bushwalking	13	Navigation	3
Canyoning	8	Interpretation	2
Challenge ropes	6	Search and rescue	1
Climbing (artificial)	11	Session/ program planning	4
Climbing (natural)	12	Temporary/ overnight site	1
Canoeing	11	Vertical rescues	3
Caving	22	Weather interpretation	3
Cycling tours on-road	7	White water rescues	4
Cycling off-road	4	Policy evaluation	1
SCUBA Diving	21	Risk management	1
Four-Wheel Driving	6	Natural resource management	1
Equestrian	18		
Fishing	17		
Kayaking	10		
Kayaking - sea	8		
Motorcycling (off highway)	7		
Personal water craft	6		
Rafting	5		
Snowboarding	9		
Skiing (downhill)	8		
Skiing (touring)	11		
Snorkelling	3		
Surfing	10		
Yachting – windsurfing	6		
Yachting – small boat	4		

Appendix B – SIS10 outdoor recreation unit of competency enrolments 2011-14

The following table outlines current enrolments within the publicly-funded system.

Table 9: Complete list of SIS10 outdoor recreation units and enrolment figures

	2011	2012	2013	2014	Total
Abseiling (artificial)					
SISOABA201A_-_Demonstrate abseiling skills on artificial surfaces	0	69	1485	363	1917
SISOABA302A_-_Apply single pitch abseiling skills on artificial surfaces	0	59	79	56	194
SISOABA303A_-_Establish ropes for abseiling on artificial surfaces	0	27	75	55	157
SISOABA304A_-_Guide abseiling on single pitch artificial surfaces	0	24	71	58	153
SISOABA406A_-_Instruct abseiling on single pitch artificial surfaces	0	5	6	14	25
SISOABA407A - Instruct abseiling on multi pitch artificial surfaces	0	0	0	0	0
SISOABA405A - Establish ropes for multi pitch abseiling on artificial surfaces	0	0	0	0	0
Adventure-based learning					
SISOABL301A_-_Assist in the facilitation of adventure-based learning activities	8	225	379	219	831
SISOABL402A_-_Facilitate adventure-based learning activities	0	101	325	178	604
SISOABL503A_-_Design and facilitate adventure-based learning programs	0	9	20	13	42
Abseiling (natural)					
SISOABN201A_-_Demonstrate abseiling skills on natural surfaces	0	253	884	672	1809
SISOABN202A_-_Safeguard an abseiler using a single rope belay system	0	559	2623	1360	4542
SISOABN303A_-_Apply single pitch abseiling skills on natural surfaces	0	225	300	267	792

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SISOABN304A_-_Establish ropes for single pitch abseiling on natural surfaces	0	198	295	261	754
SISOABN305A_-_Guide abseiling on single pitch natural surfaces	0	117	205	178	500
SISOABN406A_-_Apply multi pitch abseiling skills on natural surfaces	0	17	23	23	63
SISOABN407A_-_Establish ropes for multi pitch abseiling on natural surfaces	0	17	23	23	63
SISOABN408A_-_Instruct abseiling on single pitch natural surfaces	0	42	68	71	181
SISOABN409A_-_Guide abseiling on multi pitch natural surfaces	0	17	18	7	42
SISOABN510A_-_Instruct abseiling on multi pitch natural surfaces	0	0	3	6	9
Archery					
SISOARC301A_-_Conduct an archery session	0	46	41	26	113
Bushwalking					
SISOBWG201A_-_Demonstrate bushwalking skills in a controlled environment	0	679	1513	1144	3336
SISOBWG302A_-_Apply intermediate bushwalking skills	0	167	314	308	789
SISOBWG303A_-_Guide bushwalks in a controlled environment	0	205	414	334	953
SISOBWG404A_-_Apply river crossing skills	0	187	359	211	757
SISOBWG405A_-_Guide intermediate bushwalks	0	116	271	202	589
SISOBWG406A_-_Apply bushwalking skills in uncontrolled landscapes	0	43	34	57	134
SISOBWG411 - Instruct bushwalks in a controlled environment	0	0	0	0	0
SISOBWG412 - Instruct bushwalks in an intermediate environment	0	0	0	0	0
SISOBWG413 - Instruct bushwalks in an uncontrolled environment	0	0	0	0	0
SISOBWG507A_-_Apply advanced bushwalking skills in alpine areas	0	5	36	43	84
SISOBWG508A_-_Apply advanced bushwalking skills in arid areas	0	2	48	36	86
SISOBWG509A - Apply advanced bushwalking skills in tropical areas	0	0	0	0	0
SISOBWG510A_-_Guide bushwalks in an uncontrolled environment	0	15	73	87	175
Canyoning					

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SISOCAY201A_-_Demonstrate horizontal canyoning skills	0	287	266	351	904
SISOCAY302A_-_Apply vertical canyoning skills	0	19	31	20	70
SISOCAY303A_-_Establish belays in canyons	0	15	20	20	55
SISOCAY304A_-_Guide single pitch canyoning trips	0	15	22	20	57
SISOCAY405A_-_Apply advanced vertical canyoning skills	0	16	16	0	32
SISOCAY407A_-_Guide multi pitch canyoning trips	0	14	17	0	31
SISOCAY406A_-_Establish complex belays in canyons	0	16	14	0	30
SISOCAY508A_-_Instruct canyoning skills	0	2	4	0	6
Climbing (artificial)					
SISOCLA201A_-_Demonstrate top rope climbing skills on artificial surfaces	0	366	824	829	2019
SISOCLA302A_-_Apply top rope climbing skills on artificial surfaces	8	62	155	108	333
SISOCLA303A_-_Establish belays for climbing on artificial surfaces	8	65	137	102	312
SISOCLA304A_-_Guide top rope climbing activities on artificial surfaces	8	56	130	85	279
SISOCLA311_-_Guide top rope climbing activities on artificial surfaces	0	0	0	20	20
SISOCLA406A_-_Apply lead climbing skills on artificial surfaces	0	3	1	0	4
SISOCLA407A_-_Apply multi pitch lead climbing skills on artificial surfaces	0	0	2	0	2
SISOCLA408A_-_Establish belays for multi pitch climbing on artificial surfaces	0	0	3	0	3
SISOCLA409A_-_Instruct lead climbing on single pitch artificial surfaces	0	1	3	0	4
SISOCLA412_-_Instruct top rope climbing on artificial surfaces	0	0	0	2	2
SISOCLA510A_-_Instruct lead climbing on multi pitch artificial surfaces	0	0	2	0	2
SISOCLA305A - Apply route setting skills	0	0	0	0	0
Climbing (natural)					
SISOCLN201A_-_Demonstrate top rope climbing skills on natural surfaces	0	422	838	545	1805
SISOCLN302A_-_Apply climbing skills on natural surfaces	0	99	329	163	591
SISOCLN303A_-_Establish belays for climbing on natural surfaces	0	90	266	173	529

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SISOCLN304A_-_Guide top rope climbing activities on natural surfaces	0	60	191	171	422
SISOCLN405A_-_Apply single pitch lead climbing skills on natural surfaces	0	39	77	78	194
SISOCLN406A_-_Apply multi pitch lead climbing skills on natural surfaces	0	13	11	23	47
SISOCLN407A_-_Establish belays for multi pitch climbing on natural surfaces	0	13	10	24	47
SISOCLN408A_-_Guide lead climbing activities on single pitch natural surfaces	0	24	36	46	106
SISOCLN409A_-_Instruct top rope climbs on natural surfaces	0	35	35	27	97
SISOCLN410A_-_Guide lead climbing activities on multi pitch natural surfaces	0	9	5	7	21
SISOCLN411A_-_Instruct lead climbing on single pitch natural surfaces	0	3	6	4	13
SISOCLN512A_-_Instruct lead climbing on multi pitch natural surfaces	0	0	2	5	7
Canoeing					
SISOCNE201A_-_Demonstrate simple canoeing skills	0	579	1108	913	2600
SISOCNE202A_-_Perform deep water rescues	0	812	1801	1274	3887
SISOCNE303A_-_Apply canoeing skills	0	230	835	483	1548
SISOCNE304A_-_Apply inland canoeing skills on Grade 2 water	0	21	295	46	362
SISOCNE305A_-_Guide canoeing trips on flat and undemanding water	0	183	701	385	1269
SISOCNE306A_-_Instruct canoeing skills on flat and undemanding water	0	62	286	181	529
SISOCNE307A_-_Guide canoeing trips on Grade 2 water	0	0	279	13	292
SISOCNE408A_-_Apply inland canoeing skills on Grade 3 water	0	1	0	0	1
SISOCNE409A_-_Instruct canoeing skills on Grade 2 water	0	1	3	14	18
SISOCNE410A_-_Guide canoeing trips on Grade 3 water	0	0	0	0	0
SISOCNE511A_-_Instruct canoeing skills on Grade 3 water	0	1	0	0	1
Challenge Ropes					
SISOCR301A_-_Conduct a low ropes session	0	158	351	168	677
SISOCR302A_-_Conduct a high ropes session	12	165	297	170	644
SISOCR303A_-_Supervise a low ropes session	0	42	141	57	240

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SISOCR404A_-_Supervise a high ropes session	0	50	194	75	319
SISOCR505A_-_Manage a low ropes course	0	10	4	26	40
SISOCR506A_-_Manage a high ropes course	0	9	5	0	14
Caving					
SISOCVE201A_-_Demonstrate caving skills	0	30	42	54	126
SISOCVE302A_-_Apply single pitch abseiling skills in caves	0	12	23	26	61
SISOCVE303A_-_Rig a ladder pitch	0	12	2	2	16
SISOCVE304A_-_Apply ladder skills	0	12	0	27	39
SISOCVE305A_-_Apply caving specific single rope techniques	0	12	1	28	41
SISOCVE306A_-_Rig ropes and establish belays in caves	0	12	0	2	14
SISOCVE307A_-_Guide vertical single pitch caving trips	0	11	0	2	13
SISOCVE308A_-_Guide horizontal caving trips	0	11	0	2	13
SISOCVE411A_-_Apply vertical caving skills	0	0	0	26	26
SISOCVE417A_-_Instruct vertical single pitch caving skills	0	1	0	1	2
SISOCVE521A - Apply advanced cave diving skills	0	0	0	0	0
SISOCVE518A - Apply cave diving skills	0	0	0	0	0
SISOCVE416A - Apply cavern diving skills	0	0	0	0	0
SISOCVE519A - Apply sinkhole diving skills	0	0	0	0	0
SISOCVE520A - Apply sump diving skills	0	0	0	0	0
SISOCVE414A - Guide vertical multi pitch caving trips	0	0	0	0	0
SISOCVE522A - Instruct vertical multi pitch caving skills	0	0	0	0	0
SISOCVE413A - Navigate in untrogged caves	0	0	0	0	0
SISOCVE415A - Perform cave rescues	0	0	0	0	0
SISOCVE410A - Rig a complex pitch using caving specific techniques	0	0	0	0	0
SISOCVE409A - Rig ladders in complex situations	0	0	0	0	0
SISOCVE412A - Rig multi pitches in complex vertical cave systems	0	0	0	0	0
Cycling tours (on-road)					
SISOCYT201A_-_Select, set up and maintain a bike	0	172	714	219	1105
SISOCYT202A_-_Demonstrate basic cycling skills	0	263	1000	415	1678
SISOCYT303A_-_Apply on-road cycling skills	0	18	32	32	82
SISOCYT304A_-_Guide on-road cycle tours	0	17	7	13	37

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SISOCYT405A - Apply overnight cycle touring skills	0	0	0	0	0
SISOCYT406A - Guide overnight and extended cycle tours	0	0	0	0	0
SISOCYT407A - Instruct cycle touring skills	0	0	0	0	0
Four Wheel Driving					
SISODRV302A_-_Drive and recover a 4WD vehicle	0	660	219	113	992
SISODRV201A_-_Drive AWD/4WD vehicles on unsealed roads	0	0	22	4	26
SISODRV303A_-_Guide 4WD tours	0	1	1	0	2
SISODRV404A_-_Drive a 4WD vehicle in difficult terrain	0	1	10	26	37
SISODRV405A_-_Coordinate recovery of 4WD vehicles	0	30	19	38	87
SISODRV506A_-_Instruct four wheel driving skills	0	0	0	17	17
Equine					
SISOEQO201A_-_Handle horses	0	11	278	439	728
SISOEQO202A_-_Demonstrate basic horse riding skills	0	74	55	68	197
SISOEQO303A_-_Conduct horse riding sessions in an arena	0	3	4	3	10
SISOEQO304A_-_Apply first aid for horses	2	41	41	151	235
SISOEQO305A_-_Ride horses in tracked areas	0	9	12	3	24
SISOEQO306A_-_Guide day horse trail rides in tracked areas	0	5	7	3	15
SISOEQO407A_-_Select horses for a program	0	0	1	2	3
SISOEQO408A_-_Determine nutritional requirements for horses	2	17	35	184	238
SISOEQO409A_-_Train and condition horses	2	17	7	18	44
SISOEQO410A_-_Guide overnight horse trail rides in tracked areas	0	5	5	0	10
SISOEQO414A_-_Instruct horse riding and handling skills	0	1	1	0	2
SISOEQO418 - Apply anatomy and physiology to equine performance	0	0	0	0	0
SISOEQO413A - Guide trail rides in remote areas	0	0	0	0	0
SISOEQO412A - Manage horse illness and injuries in remote areas	0	0	0	0	0
SISOEQO515A - Manage stable maintenance	0	0	0	0	0
SISOEQO516A - Manage the education of horses	0	0	0	0	0
SISOEQO411A - Ride horses in remote areas	0	0	0	0	0
SISOEQO317 - Supervise horse handling	0	0	0	0	0
Fishing					

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SISOFSH201A_-_ Catch and handle fish	0	162	196	164	522
SISOFSH202A_-_ Select, catch and use bait	0	37	83	88	208
SISOFSH203A_-_ Select, rig and use terminal tackle	0	37	42	12	91
SISOFSH204A_-_ Select, use and maintain fishing tackle outfits	0	32	42	2	76
SISOFSH205A_-_ Construct and work simple fishing lures	0	37	42	2	81
SISOFSH206A_-_ Locate and attract fish	0	110	144	67	321
SISOFSH309A_-_ Apply fly fishing skills	0	0	2	0	2
SISOFSH417A_-_ Demonstrate marine offshore fishing skills	0	4	20	0	24
SISOFSH313A - Catch crabs, prawns and squid	0	0	0	0	0
SISOFSH314A - Construct and repair fishing rods	0	0	0	0	0
SISOFSH315A - Demonstrate beach fishing skills	0	0	0	0	0
SISOFSH312A - Demonstrate estuary fishing skills	0	0	0	0	0
SISOFSH311A - Demonstrate freshwater fishing skills	0	0	0	0	0
SISOFSH416A - Demonstrate marine inshore fishing skills	0	0	0	0	0
SISOFSH307A - Guide fishing trips	0	0	0	0	0
SISOFSH308A - Instruct fishing skills	0	0	0	0	0
SISOFSH310A - Tie simple fishing flies	0	0	0	0	0
Interpretation					
SISOINT201A_-_ Conduct interpretation within an outdoor activity	0	74	376	143	593
SISOINT302A_-_ Develop specialist resources for interpretive activities	0	43	63	40	146
Kayaking					
SISOKYK201A_-_ Demonstrate simple kayaking skills	0	201	315	245	761
SISOKYK302A_-_ Apply kayaking skills	0	94	154	133	381
SISOKYK303A_-_ Apply inland kayaking skills on Grade 2 water	0	23	29	16	68
SISOKYK304A_-_ Guide kayaking trips on flat and undemanding water	0	53	90	66	209
SISOKYK305A_-_ Guide kayaking trips on Grade 2 water	0	16	29	16	61
SISOKYK406A_-_ Demonstrate inland kayaking skills on Grade 3 water	0	16	15	0	31
SISOKYK407A_-_ Instruct kayaking skills on flat and undemanding water	0	27	59	22	108
SISOKYK408A_-_ Instruct kayaking skills on Grade 2 water	0	17	17	5	39

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SISOKYK409A_-_Guide kayaking trips on Grade 3 water	0	15	0	0	15
SISOKYK510A - Instruct kayaking skills on Grade 3 water	0	0	0	0	0
Sea kayaking					
SISOKYS201A_-_Demonstrate simple sea kayaking skills	0	65	155	117	337
SISOKYS302A_-_Demonstrate sea kayaking skills	0	43	91	45	179
SISOKYS303A_-_Guide sea kayaking trips in easy to moderate conditions	0	26	99	62	187
SISOKYS304A_-_Demonstrate sea kayaking skills in moderate to difficult conditions	0	21	53	42	116
SISOKYS406A_-_Plan and navigate a sea kayaking inshore passage	0	26	76	46	148
SISOKYS407A_-_Instruct sea kayaking in easy to moderate conditions	0	13	4	6	23
SISOKYS408A_-_Guide sea kayaking trips in moderate to difficult conditions	0	3	3	0	6
SISOKYS409A_-_Instruct sea kayaking in moderate to difficult conditions	0	1	2	1	4
Mountain biking (off-road cycling)					
SISOMBK201A_-_Demonstrate basic off-road cycling skills	0	215	828	286	1329
SISOMBK302A_-_Apply advanced off-road cycling skills	0	59	256	122	437
SISOMBK303A_-_Guide off-road cycle tours	0	52	174	98	324
SISOMBK404A_-_Instruct off-road cycling skills	0	21	127	55	203
Navigation					
SISONAV201A_-_Demonstrate navigation skills in a controlled environment	0	881	2231	1339	4451
SISONAV302A_-_Apply navigation skills in an intermediate environment	0	220	465	313	998
SISONAV403A_-_Navigate in uncontrolled environments	0	57	77	126	260
Session/ program planning and policy					
SISOODR201A_-_Assist in conducting outdoor recreation sessions	39	787	3853	1156	5835
SISOODR302A_-_Plan outdoor recreation activities	0	1085	1634	900	3619
SISOODR303A_-_Guide outdoor recreation sessions	0	357	1145	659	2161
SISOODR404A_-_Manage risk in an outdoor activity	0	487	730	355	1572
SISOODR405A_-_Develop and coordinate programs incorporating outdoor activities	0	472	624	300	1396
SISOODR506A_-_Evaluate policy for an outdoor organisation	0	35	62	37	134

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Operations - weather interpretation, search and rescue, natural resource management, first aid, environmental impact					
SISOOPS201A_-_Minimise environmental impact	8	1313	4577	1967	7865
SISOOPS202A_-_Use and maintain a temporary or overnight site	8	947	1575	1221	3751
SISOOPS303A_-_Interpret weather for marine environments	0	63	110	58	231
SISOOPS304A_-_Plan for minimal environmental impact	0	197	394	309	900
SISOOPS305A_-_Provide first aid in a remote location	0	436	730	806	1972
SISOOPS306A_-_Interpret weather conditions in the field	0	490	1243	652	2385
SISOOPS407A_-_Apply search and rescue skills	0	186	365	346	897
SISOOPS508A_-_Manage natural resources	0	32	64	49	145
SISOOPS509A_-_Interpret weather for mountain environments	0	5	36	50	91
Personal water craft					
SISOPWC201A_-_Select and maintain a personal water craft	0	0	35	0	35
SISOPWC202A_-_Demonstrate simple personal water craft skills in controlled conditions	0	6	49	11	66
SISOPWC303A_-_Ride personal water craft in moderate to difficult conditions	0	0	11	11	22
SISOPWC304A_-_Guide tours using personal water craft	0	0	10	11	21
SISOPWC405A - Instruct basic personal water craft riding skills	0	0	0	0	0
SISOPWC506A - Instruct advanced personal water craft riding skills	0	0	0	0	0
Rafting					
SISORAF301A_-_Guide a raft on moving water	0	37	49	32	118
SISORAF402A_-_Guide a raft on Grade 3 rapids	0	35	59	13	107
SISORAF403A_-_Guide a raft on Grade 4 rapids	0	18	16	14	48
SISORAF404A_-_Coordinate and manage white water rafting trips	0	25	24	24	73
SISORAF505A_-_Instruct rafting skills	0	2	0	0	2
SCUBA diving					
SISOSCB301A_-_SCUBA dive in open water to a maximum depth of 18 metres	0	104	79	107	290
SISOSCB302A_-_Complete night dives	0	7	34	47	88
SISOSCB303A_-_Complete deep dives to between 18 and 40 metres	0	9	34	48	91

TRAINING FOR THE OUTDOOR RECREATION SECTOR: FUTURE PRIORITIES

SISOSCB304A_-_Navigate prescribed routes underwater	0	7	34	48	89
SISOSCB305A_-_Complete underwater search and recovery dives	0	4	13	27	44
SISOSCB306A_-_Perform diver rescues	0	13	26	43	82
SISOSCB307A_-_Inspect and fill SCUBA cylinders	0	2	14	27	43
SISOSCB308A_-_Guide a SCUBA dive	0	18	21	21	60
SISOSCB309A_-_Complete dives off boats	0	10	74	42	126
SISOSCB310A - Complete an underwater video	0	0	0	0	0
SISOSCB311A - Take still photographs underwater	0	0	0	0	0
SISOSCB312A - Complete dry suit dives	0	0	0	0	0
SISOSCB313A_-_Complete computer aided dives	0	9	31	29	69
SISOSCB314A_-_Complete wreck dives	0	4	17	13	34
SISOSCB315A_-_Complete drift dives on SCUBA	0	4	0	4	8
SISOSCB316A - Dive at altitude greater than 300 metres	0	0	0	0	0
SISOSCB317A_-_Complete a dive using Enriched Air Nitrox	0	3	3	0	6
SISOSCB318A - Dive in open water using surface supplied air	0	0	0	0	0
SISOSCB419A_-_Instruct SCUBA diving skills	0	9	13	14	36
SISOSCB420A_-_Instruct specialised SCUBA diving skills	0	15	0	0	15
SISOSCB521A - Demonstrate technical diving	0	0	0	0	0
Snowboarding					
SISOSKB201A_-_Demonstrate snowboarding skills on beginner terrain	0	51	95	90	236
SISOSKB302A_-_Snowboard on intermediate terrain	0	13	17	4	34
SISOSKB303A_-_Guide day snowboarding activities	0	10	6	5	21
SISOSKB404A_-_Snowboard on advanced terrain	0	13	0	0	13
SISOSKB405A - Snowboard freestyle on advanced terrain	0	0	0	0	0
SISOSKB406A - Snowboard alpine-style on advanced terrain	0	0	0	0	0
SISOSKB407A_-_Instruct snowboarding	0	3	0	0	3
SISOSKB408A - Guide overnight snowboarding activities	0	0	0	0	0
SISOSKB509A - Snowboard off-piste	0	0	0	0	0
Skiing (downhill)					
SISOSKI201A_-_Demonstrate alpine skiing skills downhill on beginner terrain	0	723	50	42	815

TRAINING FOR THE OUTDOOR RECREATION SECTOR: FUTURE PRIORITIES

SISOSKI402A_-_Alpine ski downhill on intermediate terrain	0	638	6	0	644
SISOSKI403A - Alpine ski downhill on advanced terrain	0	0	0	0	0
SISOSKI404A - Alpine ski downhill off-piste	0	0	0	0	0
SISOSKI405A - Alpine free ski on all terrain	0	0	0	0	0
SISOSKI406A - Telemark ski downhill on intermediate terrain	0	0	0	0	0
SISOSKI407A - Telemark ski downhill on advanced terrain	0	0	0	0	0
SISOSKI408A - Instruct alpine skiing skills	0	0	0	0	0
Skiing (touring)					
SISOSKT201A_-_Demonstrate basic cross country skiing skills	0	107	160	83	350
SISOSKT202A_-_Demonstrate ski touring skills in a patrolled environment to a basic standard	0	640	54	11	705
SISOSKT303A_-_Day ski tour away from a patrolled area	0	0	28	26	54
SISOSKT304A_-_Guide day ski tours	0	0	4	4	8
SISOSKT305A_-_Apply snow craft skills for day touring	0	0	53	8	61
SISOSKT406A - Demonstrate advanced cross country skiing skills	0	0	0	0	0
SISOSKT407A_-_Overnight ski tour in difficult terrain using advanced ski touring skills	0	7	4	3	14
SISOSKT408A_-_Apply snow craft skills for overnight touring	0	17	64	43	124
SISOSKT409A_-_Apply intermediate cross country skiing skills	0	17	8	5	30
SISOSKT410A_-_Guide overnight ski tours	0	14	7	3	24
SISOSKT411A_-_Instruct cross country skiing	0	3	1	0	4
Snorkelling					
SISOSNK201A_-_Demonstrate snorkelling activities	0	256	344	413	1013
SISOSNK302A_-_Guide snorkelling	0	31	69	57	157
SISOSNK403A_-_Instruct snorkelling skills	0	4	3	5	12
Surfing					
SISOSRF201A_-_Demonstrate surf survival and self rescue skills	0	336	818	426	1580
SISOSRF202A_-_Demonstrate basic surfing manoeuvres in controlled conditions	0	1179	772	502	2453
SISOSRF303A_-_Perform intermediate level surfing manoeuvres	0	24	40	10	74

TRAINING FOR THE OUTDOOR RECREATION SECTOR: FUTURE PRIORITIES

SISOSRF304A_-_Perform simple rescues in moderate surf conditions	0	34	112	11	157
SISOSRF305A_-_Guide surfing sessions	0	27	34	15	76
SISOSRF406A_-_Perform advanced level surfing manoeuvres	0	0	7	0	7
SISOSRF407A_-_Perform rescues in moderate to difficult surf conditions	0	0	4	0	4
SISOSRF408A_-_Guide surfing trips	0	0	3	0	3
SISOSRF409A_-_Instruct basic to intermediate surfing skills	0	20	18	11	49
SISOSRF410A_-_Instruct advanced surfing skills	0	0	3	0	3
Motorcycling (off-highway)					
SISOTBR201A_-_Select, set up and maintain an off-highway motorcycle	0	1	0	6	7
SISOTBR202A - Demonstrate basic off-highway motorcycling skills	0	0	0	0	0
SISOTBR303A_-_Apply advanced off-highway motorcycling skills	0	1	0	0	1
SISOTBR304A_-_Guide off-highway motorcycle tours	0	1	0	0	1
SISOTBR405A - Guide extended off-highway motorcycle tours	0	0	0	0	0
SISOTBR406A - Instruct basic off-highway motorcycling skills	0	0	0	0	0
SISOTBR507A - Instruct advanced off-highway motorcycling skills	0	0	0	0	0
Vertical rescues					
SISOVTR301A_-_Perform vertical rescues	14	275	538	428	1255
SISOVTR402A_-_Perform complex vertical rescues	0	27	21	25	73
SISOVTR403A_-_Instruct vertical rescue	0	1	0	0	1
White water rescues					
SISOWWR201A_-_Demonstrate self rescue skills in white water	0	127	590	195	912
SISOWWR302A_-_Demonstrate white water rescues and recoveries	0	76	376	63	515
SISOWWR403A_-_Perform complex white water rescues and recoveries	0	39	16	15	70
SISOWWR404A_-_Instruct white water rescue	0	2	0	1	3
Yachting (wind surfing)					
SISOYSA201A_-_Demonstrate basic sailboarding skills in controlled conditions	0	38	38	24	100

TRAINING FOR THE OUTDOOR RECREATION SECTOR: FUTURE PRIORITIES

SISOYSA302A - Apply enhanced windsurfing skills in moderate conditions	0	0	0	0	0
SISOYSA303A - Use a sailboard in stronger winds	0	0	0	0	0
SISOYSA404A - Use long boards in difficult conditions	0	0	0	0	0
SISOYSA405A - Use short boards in difficult conditions	0	0	0	0	0
SISOYSA406A - Instruct windsurfing	0	0	0	0	0
Yachting (small boat)					
SISOYSB201A_-_Demonstrate basic skills to sail a small boat in controlled conditions	0	47	75	17	139
SISOYSB302A_-_Sail a small boat in light to moderate conditions	0	9	32	16	57
SISOYSB403A_-_Sail a small boat in moderate and variable conditions	0	9	23	11	43
SISOYSB404A_-_Instruct small boat yachting	0	9	22	11	42
Total	119	23718	50938	30537	105312

Appendix C – Stakeholder involvement

The members of the Outdoor Recreation Sector Reference Group are listed below in Table 10.

Table 10: Outdoor Recreation Sector Reference Group membership¹³

Name	Organisation
Charlie Cross (Co-Chair)	Outdoor Council of Australia/ TAFE NSW
Clare Dallat (Co-Chair)	The Outdoor Education Group
David Petherick	Australian Camps Association
Dylan Jones	Blue Mountains Adventure Company
John Wells	ORIC NSW
Nicolas Brown	Outdoors Victoria/ Hall's Outdoor Education
Graham Sharpe	Outdoors WA/ Department of Sport and Recreation
Margot Hurrell	Outward Bound Australia
Murray Stewart	Queensland Outdoor Recreation Federation
David Williamson	Recreation SA/ TAFE SA
Phil Harrison	Tinaroo Environmental Education Centre

The following individuals, in addition to the Sector Reference Group Members above, were involved in providing feedback in the process thus far, including the initial desktop analysis Issues and Options report (July 2014), the stakeholder survey (August 2014) and the Outdoor Recreation Discussion Paper (January 2014).

Table 11: Outdoor recreation stakeholder involvement

Name	Organisation
Arthur Boucaut-Jones	Adelaide Nautical College
Stuart Matheson	Adventure Training Consultants
Graham Pilling	Army Adventurous Training Wing & Green Frog Adventures
Virginia Mitchell	Australian Catholic University
Dean Lobbe	Baptist Camping Victoria
Shantala Zervos	Clarence River Canoes
Sam Reid	Department of Education and Training
Paul Kennett	Department of National Parks Sport and Racing
Don Willis	Department of National Parks Sport and Racing
Sharon Hodges	Department of National Parks Sport and Racing

¹³ This is the membership at the commencement of the project; however, some members were unable to continue on in their position as the project progressed.

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Sarah-Jane Sykes	EVOCCA College
Rachael Davidson	FutureNow (Creative and Leisure Industries Training Council)
Cathy Crittenden	Girl Guides Queensland
Velia Nichols	Girl Guides Queensland
Heather Pettigrew	Girl Guides Queensland
Nina Arnott OAM	Horse Safety Australia
Ian Adie	Maroon Outdoor Education Centre
Lesley Hughes	Maroon Outdoor Education Centre
Liz Horne	Outdoor Recreation Industry Council NSW Inc.
John Norman	Outdoor Training College
Chuck Berger	Outdoors Victoria
Jamie Bennett	Outdoors WA
Brett Barlee	Oxfam Australia
Thomas Knedlik	PADI Asia Pacific
Paul Amies	Pinnacle Sports
Deb Crompton	Qld Fitness, Sport, & Recreation Skills Alliance
Ben Rothwell	QFSR Skills Alliance
Jo Chiu	QFSR Skills Alliance
Renee Hardwicke	Qld Tourism Industry Council
Tim Trehearn	Queensland Outdoor Recreation Federation (QORF)
Andrew Boyle	QORF
John McNaughton	QORF
David Hills	Queensland Canoeing
Stacey Clift	Queensland Police-Citizens Youth Welfare Association QLD (PCYC)
Kris Traeger	RACQ - Drive Assist
Andrew Bensch	RACQ - Drive Assist
Chrisso Fulton	Raging Thunder Adventures
Ian Heath	Scouts Australia Institute of Training
Dan Barry	TAFE SA
Mark Cridland	Tallebudgera Beach Outdoor Education School
Kym Wendt	Toyota Landcruiser Club
Mitchell McGregor	Toyota Landcruiser Club
Bob Ebert	Trail Riding Australia
Colin Walker	Training Guide
Jeffrey Lehrer	Volunteer outdoor guide
Georgie Cockram	World Challenge
Steve Walker	Yachting Victoria

Wayne Pitts	4WDrive Training Solutions
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The following individuals were involved in the validation of this document are outlined below.

Table 12: Outdoor recreation stakeholder involvement in validation of this document

Name	Organisation
Charlie Cross	Outdoor Council of Australia/ TAFE NSW
Jamie Bennett	Outdoors WA
Dylan Jones	Blue Mountains Adventure Company
Graham Sharpe	Outdoors WA/ Department of Sport and Recreation
Margot Hurrell	Outward Bound Australia
David Williamson	Recreation SA/ TAFE SA
Phil Harrison	Tinaroo Environmental Education Centre
Liz Horne	Outdoor Recreation Industry Council NSW Inc.
Rohan Reynolds	Outdoor Recreation Industry Council NSW Inc.
Rachael Davidson	FutureNow (Creative and Leisure Industries Training Council)
Graham Oades	Service Skills South Australia

Appendix D – Links

The documents preceding this report and the ASQA Strategic Review, which have been referenced throughout, can be accessed at:

Service Skills Australia (July 2014) *Outdoor Recreation Issues and Options Report*, accessible at www.serviceskills.com.au/sites/default/files/files/ORIssuesOptionsFinal.pdf

Service Skills Australia, (January 2015) *Outdoor Recreation Discussion Paper*, accessible at: www.serviceskills.com.au/sites/default/files/files/OR-UpdateDirectionDiscussionPaperD1-3.pdf

Australian Skills Quality Authority (ASQA) (December 2015) *Training in Equine Programs in Australia: Final Report*, accessible at: www.asqa.gov.au/verve/_resources/Strategic_Review_Report_2015_Training_in_equine_programs_in_Australia.pdf