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# **Outdoor Recreation Training Package Products**

**Companion Volume Implementation Guide**

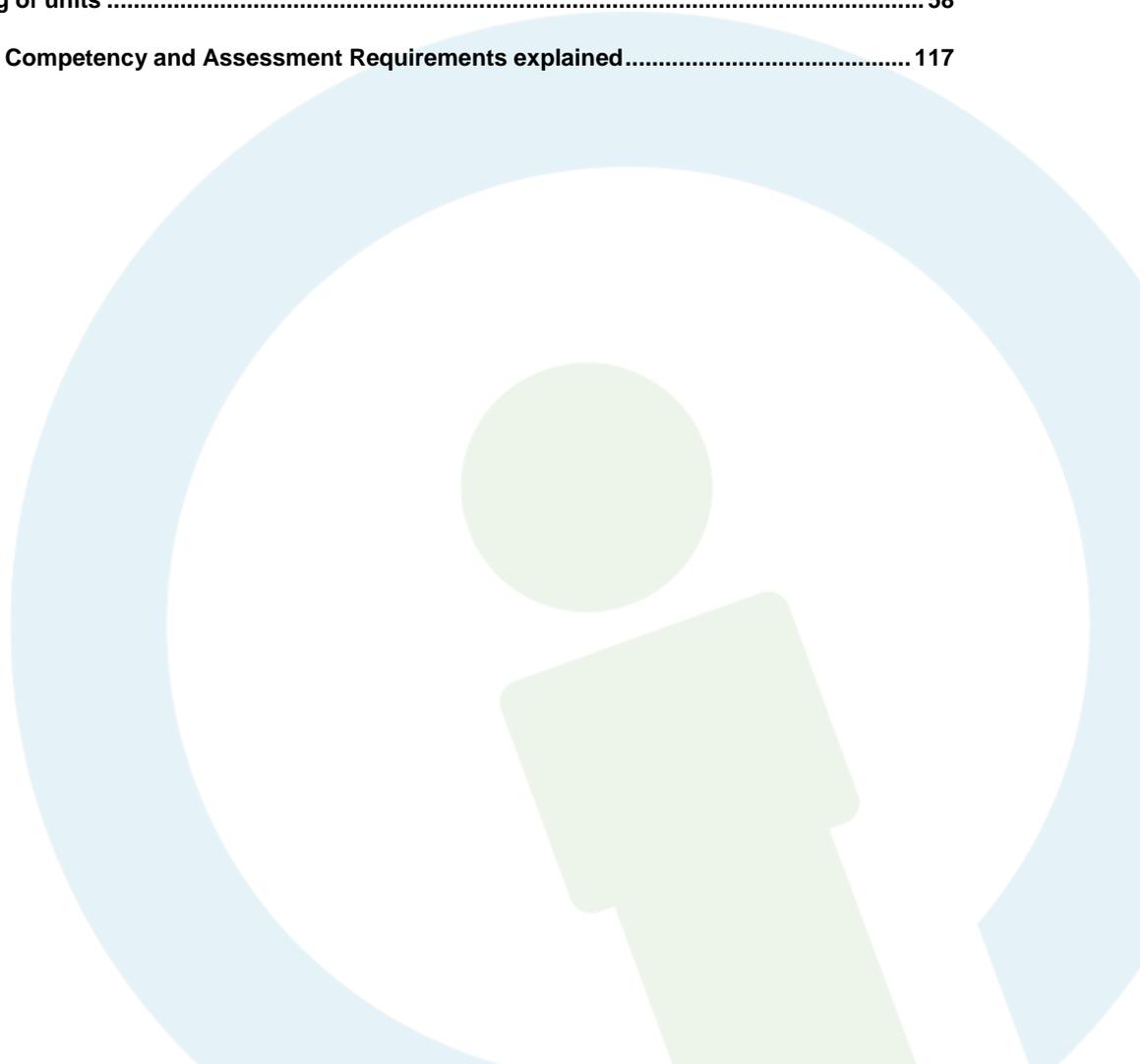
**Sport Fitness and Recreation Training Package V4.0**

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## Training package modification history

The following table shows modifications to *SIS Sport, Fitness and Recreation Training Package* as a result of including outdoor recreation training package products. Other products can be added to the training package and subsequent Implementation Guides can be produced.

Please check that you are using the current version of *SIS Sport, Fitness and Recreation Training Package* by accessing information from [training.gov.au](http://training.gov.au).

Table 1: Training package modification history at time of publication

| Training package version | Release Date      | Comments  |
|--------------------------|-------------------|---|
| 4.0                      | 12 September 2019 | <p>Fourth release of SIS Sport, Fitness and Recreation Training Package</p> <p>Inclusion of the following outdoor recreation training package products updated to meet the requirements of Standards for Training packages, 2012:</p> <ul style="list-style-type: none"> <li>• Four qualifications: <ul style="list-style-type: none"> <li>SIS20419 Certificate II in Outdoor Recreation</li> <li>SIS30619 Certificate III in Outdoor Leadership</li> <li>SIS40619 Certificate IV in Outdoor Leadership</li> <li>SIS50419 Diploma of Outdoor Leadership</li> </ul> </li> <li>• Seven Skill Sets: <ul style="list-style-type: none"> <li>SISSS00120 Alpine Activities Leader</li> <li>SISSS00121 Artificial Abseiling</li> <li>SISSS00122 Artificial Climbing</li> <li>SISSS00123 Challenge Course Leader</li> <li>SISSS00124 Challenge Course Supervisor</li> <li>SISSS00125 Tracked Horse Trail Ride Guiding</li> <li>SISSS00126 Wilderness First Aid</li> </ul> </li> <li>• 156 Units of Competency and associated Assessment Requirements.</li> <li>• Plus the additional 15 Equine Units of Competency previously approved.</li> </ul> <p>Please see the separate <b><i>SIS Sport Fitness and Recreation Training Package Companion Volume Implementation Guide</i></b> for specific information relating to Sport, Fitness, Community Recreation and Cross-Sector training package products.</p> |
| 3.0                      | 19 Dec 2017       | Third release of SIS Sport, Fitness and Recreation Training Package to add 15 equine Units of Competency.   |

|     |                   |   |
|-----|-------------------|---|
| 2.0 | December<br>2015  | <p>Second release of SIS Sport, Fitness and Recreation Training Package</p> <p>Endorsement of the following qualifications:</p> <ul style="list-style-type: none"> <li>• SIS10115 Certificate I in Sport and Recreation</li> <li>• SIS20115 Certificate II in Sport and Recreation</li> <li>• SIS30115 Certificate III in Sport and Recreation</li> <li>• SIS40115 Certificate IV in Sport and Recreation</li> </ul> <p>SIS50115 Diploma of Sport and Recreation Management</p> |
| 1.0 | September<br>2015 | <p>Primary release of <i>SIS Sport, Fitness and Recreation Training Package</i>.</p>  |

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### **Date of Publication**

September 2019

## Introduction

This Companion Volume Implementation Guide has been developed to provide advice and guidance on outdoor recreation specific training package products contained within *SIS Sport, Fitness and Recreation Training Package*.

Training packages consist of endorsed and non-endorsed components that are developed to comply with the *Standards for Training Packages 2012*. Endorsed components must be submitted for approval by the Australian Industry and Skills Committee before they are released for use.

Endorsed components can include:

- Units of Competency which specify the standard of performance required in the workplace
- Assessment Requirements (associated with each Unit of Competency)
- Qualifications that are consistent with the Australian Qualifications Framework specifications
- Credit Arrangements which specify any arrangements between training package qualifications and higher education.

Non-endorsed components can include:

- a quality assured Companion Volume Implementation Guide (Implementation Guide)
- other quality assured guides to assist users
- Skill Sets.

### Quality assurance of companion guides

This Implementation Guide contains some mandatory content such as lists of units and their prerequisites. Other content is informed by consultation processes with industry representatives, trainers, assessors, and project reference committees so that information is relevant and useful to all users of the training package.

The content is reviewed by the Industry Reference Committee (IRC), editors, and State and Territory Training Authorities before publication. Implementation Guides are reviewed and updated in response to ongoing feedback received by SkillsIQ, subject to IRC approval.

## 1.0 Overview information

This Implementation Guide is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises to deliver outdoor recreation components of *SIS Sport, Fitness and Recreation Training Package*.

It provides advice about the structure and content of outdoor recreation training package products, key features and specific information applicable to implementation.

For information about other training package products within *SIS Sport, Fitness and Recreation Training Package*, refer to other Implementation Guides available at <https://vetnet.education.gov.au/Pages/TrainingPackages.aspx>

### 1.1 SIS qualifications for outdoor recreation

Qualifications are created by combining units of competency into groups which provide skill outcomes meaningful in the workplace for different job roles, and aligning those groups of competencies to qualification levels nominated in the Australian Qualifications Framework (AQF). Qualifications therefore:

- represent key industry functions directly related to occupational positions in the industry
- are a framework, not a course.

Table 2: Outdoor recreation qualifications in *SIS Sport, Fitness and Recreation Training Package*

| Qualification Code | Qualification Title                   |
|--------------------|---------------------------------------|
| SIS20419           | Certificate II in Outdoor Recreation  |
| SIS30619           | Certificate III in Outdoor Leadership |
| SIS40619           | Certificate IV in Outdoor Leadership  |
| SIS50419           | Diploma of Outdoor Leadership         |

### 1.2 Outdoor recreation Skill Sets

Skill Sets, products contained within a training package, are a mini set of skills. They can be:

- a group of skills that link to a licensing or regulatory requirement
- a group of skills that can link to a defined industry need; these could comprise a group of units to upskill workers and can be thought of as a short upskilling course
- a group of units linked to a defined industry need where a whole qualification is not required; workers just need a very specific set of skills.

Table 3: Outdoor Recreation Skill Sets

| Skill Set Code | Skill Set Title          |
|----------------|--------------------------|
| SISSS00120     | Alpine Activities Leader |
| SISSS00121     | Artificial Abseiling     |
| SISSS00122     | Artificial Climbing      |

| Skill Set Code | Skill Set Title                  |
|----------------|----------------------------------|
| SISSS00123     | Challenge Course Leader          |
| SISSS00124     | Challenge Course Supervisor      |
| SISSS00125     | Tracked Horse Trail Ride Guiding |
| SISSS00126     | Wilderness First Aid             |

In the main, these reflect activity specialisations for which a whole qualification including multiple activities may not be appropriate, e.g. a worker may only work with horses or in a challenge course facility.

### 1.2.2 Offering other groups of units

Users can, over and above the nominated training package Skill Sets, deliver a stand-alone unit or any other combination of units which meets an identified need.

This approach provides flexibility to create bespoke training opportunities that allow the learner to build on existing activity skills. When creating these combinations, careful consideration should be given to Core units + Activity units and the learner's prior experience. If a learner holds the Core units it is sufficient to offer an elective group to increase their employability. If the learner does not hold the core units or is unable to apply for Recognised Prior Learning then the activity elective group by itself will not provide sufficient skills and knowledge for that person to be a leader of that activity. Section 3.0 Pathways Information explains this in more detail.

This additional training over and above the qualification requirements or separate to the qualification would be something for RTOs to negotiate with employers or students based on their requirements.

## 1.3 Outdoor recreation units of competency and prerequisites

Units of Competency (UoCs) are developed by industry to meet the identified skill needs of industry. Each unit of competency identifies a discrete workplace skill and includes the knowledge that underpins competency. Units of competency therefore:

- are statements about the skills and knowledge required for effective performance in a particular job function
- describe work outcomes, not training input or modular ways of delivering training
- logically describe stand-alone skills which are used in a work situation
- can be combined together in groups which align to work functions and job roles.

A prerequisite is a unit of competency in which the individual must be deemed competent prior to the determination of competency in another unit. Prerequisites are applicable when competency cannot be achieved in a given unit of competency without first gaining essential knowledge and skills from other unit(s) of competency.

There are 171 units of competency for outdoor recreation including units which cover a diverse range of activities offered by outdoor recreation operators. These comprise 20 new and 136 revised units plus 15 Equine units endorsed prior to the others in 2017.

### 1.3.1 Units meet the requirements of Standards for Training Packages 2012

Units of competency will look significantly different to SIS10 Training Package versions. Changes have been made to meet the requirements of the *Standards for Training Packages 2012*. For an explanation of the content and format of units, refer to: [Appendix E: Unit of Competency and Assessment Requirements Explained](#).

### 1.3.2 Imported units of competency

In addition to units developed specifically for the outdoor recreation industry, qualifications contain a range of units imported from other training packages. These have been selected because of their applicability to outdoor recreation job roles.

## 1.4 Lists of units of competency, qualification and unit mapping

*Table 4: The following information is contained within appendices to this Implementation Guide:*

|   |                            |
|---|----------------------------|
| List of outdoor recreation units and prerequisites    | <a href="#">Appendix A</a> |
| List of imported units and prerequisites              | <a href="#">Appendix B</a> |
| Mapping of qualifications from SIS10 V3.1 to SIS V4.0 | <a href="#">Appendix C</a> |
| Mapping of units from SIS10 V3.1 to SIS V4.0          | <a href="#">Appendix D</a> |

## 2.0 Key industry work and training requirements

### 2.1 Outdoor recreation training products – who they are for

Training packages detail the range of skills and knowledge required by individuals to successfully operate in different industries and occupations.

The two main components are:

- units of competency which specify the skills, knowledge and standards of performance for different functions required in the workplace, and
- qualifications which include a range of relevant units that, in combination, provide sufficient skills for typical jobs in industry.

Outdoor recreation training products are, therefore, designed to meet workforce skill needs. This workforce comprises, in the main:

- operational support staff
- assistant leaders
- leaders who may focus on guiding dependent participants or instructing them or a combination of both
- logistics and program managers.

#### 2.1.1 Leader skills for activities versus recreational participant skills

Historically, some users of outdoor recreation training package products have thought that some units and qualifications should focus on the provision of skills for recreational “participants”. This has meant that some activity based units, in the past, were developed to describe skills that fell short of those required by leaders or assistant leaders.

In this version of the training package, the following principles apply:

- Leaders require a certain complexity of activity skills and knowledge to lead dependent participants. Units which describe skills and knowledge that fall short of those required by leaders are not required by industry.
- Activity units for leaders, or assistant leaders, must be pitched correctly in order that training to the required level of activity skill and technique can be provided.
- Units of competency don’t exist for recreational participants. Training Package units describe work skills.

This does not mean that a unit cannot be made available to anyone who wants to access activity training for purposes other than becoming an outdoor recreation leader.

It means that those people must meet the skill level described by the unit, if they receive a certificate.

Units have been upgraded to reflect the activity skills and knowledge required by leaders when they are leading dependent participants.

There are still units which describe a fundamental complexity of activity skill and technique required by leaders or assistant leaders working in certain undemanding environmental conditions. For example, there are units which cover flatwater paddling, bushwalking in tracked environments, and cycling on easy road terrain.

#### 2.1.2 Core leadership skills

The core units address skills and knowledge required by all outdoor leaders. They address skills and knowledge that are central to all outdoor activities including:

- planning
- risk management
- work health and safety
- communication
- responding to emergencies.

## 2.2 Industry Sectors

### 2.2.1 Outdoor Recreation Sub-sectors

Typically, the natural environment is a central component of an outdoor recreational activity. The outdoor recreation sector is diverse and includes the following sub-sectors.

- adventure therapy
- nature-based tourism
- outdoor recreation
- outdoor education

These sub-sectors offer a range of outdoor recreational activities, such as cycling, fishing, bushwalking, canoeing, surfing, climbing etc to participants. While some of these activities may be considered a sport, there are many people who participate in them without association with a team, club or competition. Key drivers for participation in outdoor recreation are fun, skills acquisition and development, recreation for therapeutic purposes, health and lifestyle improvements, accepting challenge and new experiences.

### 2.2.2 Outdoor recreation program delivery

The range of desired outcomes, variety of program delivery styles, choice of activity and environment is limitless. Outdoor recreation providers design programs for novices through to the experienced adventurer. The duration of the activity can be 30 minutes to 30 days (or more) in length. They range from a one hour climbing session on an artificial rock climbing wall, to an eight hour canyoning trip that abseils down waterfalls, or could be a multi-day multi activity centre based or expedition program.

Providers of outdoor recreation programs include commercial enterprises, not for profit organisations, schools, social clubs, membership organisations, youth and community groups, tertiary institutions, and industry associations. These groups use a variety of delivery styles to offer programs to their respective stakeholders.

- **Indoor and outdoor adventure centres and recreation camps** – typically have a variety of activities that are conducted within the boundary of the providers property. Client groups contract the provider to deliver activities that have been selected based on desired outcomes. Provider staff access the program, review client needs and deliver activities with some level of independence. There is a high level of support for the outdoor leaders onsite. Programs might be delivered by a combination of specialist activity leader, group leaders outdoor guides and an activity assistants.
- **Expedition or journey programs** – these programs incorporate a journey component. One or more activities may be selected for the group to travel from point A to point B. The group may be on a multiday expedition; typically they would have one leader who accompanies the group for the whole journey and may meet additional staff on route with specialist skills to support the group to participate in an activity as part of their expedition. For example an expedition may incorporate bushwalking and canoe as a means of travel, the group might also stop and meet a specialist climbing leader at a designated point along the route. The duration of expeditions can be one night to thirty days or more.

Journey based programs can be close to base and have reliable access to communication and support is available in a short time frame; while others can be more remote with limited access to communication and support.

Provider staff access the program, review client needs and deliver programs within organisational guidelines. Those working in remote area use a higher level of problem solving, group facilitation and risk management skills.

Journey based program leaders are often referred to in industry as guides, trip leaders.

- **Activity sessions** – some providers offer activities on a sessional basis. They may operate the activities in their own facilities or a location accessed through public, private or crown lands. The duration of the activity may be one hour to a full day. For example: a tourist abseiling or climbing session at a tourism destination; guides cycle tour around a city; deep sea fishing charter or a day trip to the Barrier Reef to go snorkelling.  
Provider staff access the program, review client needs, prepare for the activity and meet the client at a base or program location. They may be specialist in a particular skills area and have the capacity to operate across a number of venues. The programs may be close to base or in remote locations.  
Staff working on these type of programs might be referred to as an activity specialist, guide, leader or instructor.
- **Skills development sessions** – some providers offer skills progression and development courses. This might be in the form of a one week block of activity instructional sessions at the appropriate level for the participants, or it might be a number of activity sessions spread over multiple weeks, allowing time for the participant to practice their skills between instructional sessions. These programs provide opportunity for the participant to develop and refine their skills. For example beginner surfing lessons and off track cycling skills workshop.  
Provider staff use their leadership skills to focus more on instructional technique and skills development and progression. Programs are primarily delivered in a location with easy access to support.  
Staff working on these programs may be referred to as outdoor instructor or guide, activity specialist.
- **Social clubs, youth and community groups, leadership programs** – these groups might meet regularly and participate in a variety of outdoor recreation activities. They often rely on volunteer leaders and peer leaders to supervise and conduct activities. They may seek external assistance to train the volunteers or schedule activities around the availability of a suitably trained volunteer leader.

Based on work done previously on the Equine units 2.2.3 highlights an activity specific example of the relationship between organisations, delivery style and job roles. It is fair to say this diversity exists across all activity specialisations in outdoor recreation sector.

### 2.2.3 Recreational equine organisations, activities and job roles

Diverse organisations offer recreational equine programs and these include:

- commercial enterprises offering guided trail rides of different duration and difficulty including short trail rides (average 1 to 2 ½ hours) and full day rides for beginner riders on predetermined tracks not far from base and assistance, full day rides on more challenging terrain with a combination of tracked and untracked trails through to multi-day rides on tracked and untracked trails and sometimes to remote locations
- commercial horse riding schools and individual instructors or coaches who teach horse handling and riding skills at various levels from the fundamentals through to more advanced skills
- residential camps catering for school students in term time and individuals attending during school holidays; these usually focus on the basics of horse riding for complete beginners, with safety and fun being the primary emphases

- not for profit groups which exclusively provide horse handling or riding experiences for therapeutic purposes
- membership clubs for people who own horses and which provide instruction and operate competitions
- membership organisations or commercial businesses who offer clinics for training horses and their handlers and riders for recreational use and competitions; their customers are generally recreational riders who own horses.

All of the above types of organisations access SISO Equine units and qualifications. Some of the membership organisations are themselves, RTOs and offer accredited training leading to Statements of Attainment or qualifications specialising in equine activities. Any RTO training and certification would largely be provided to meet the needs of the following job roles for the recreational sector:

### ***Assistant Trail Guide***

A person who assists in the preparation of horses for trail rides. This person would be responsible for feeding, watering and tacking up the horse ready for a trail ride, and would accompany the trail ride assisting by either riding at the front of the ride or as part of the ride, being available to help if there are horse problems requiring assistance.

### ***Trail Guide***

A person who has the appropriate skills, knowledge and qualifications to operate as part of a team that manages a group of riders on a trail ride.

### ***Trail Boss***

Typically a person who is the individual in charge of a trail ride. The trail boss may be required to provide feedback to other guides, conduct on-the-job training and be responsible for the overall conduct of the ride. This individual may be responsible for staff rostering, the maintenance of equipment, the selection of appropriate horses for the client group and logistics planning for longer trips.

### ***Assistant Instructor***

A person who assists in the preparation of a horse for a riding session. This person would be responsible for feeding, watering, and tacking up the horse ready for a horse-related session.

### ***Instructor***

A person who has recognised qualifications and training who is able to instruct others in horse riding and handling skills.

## 3.0 Pathways information

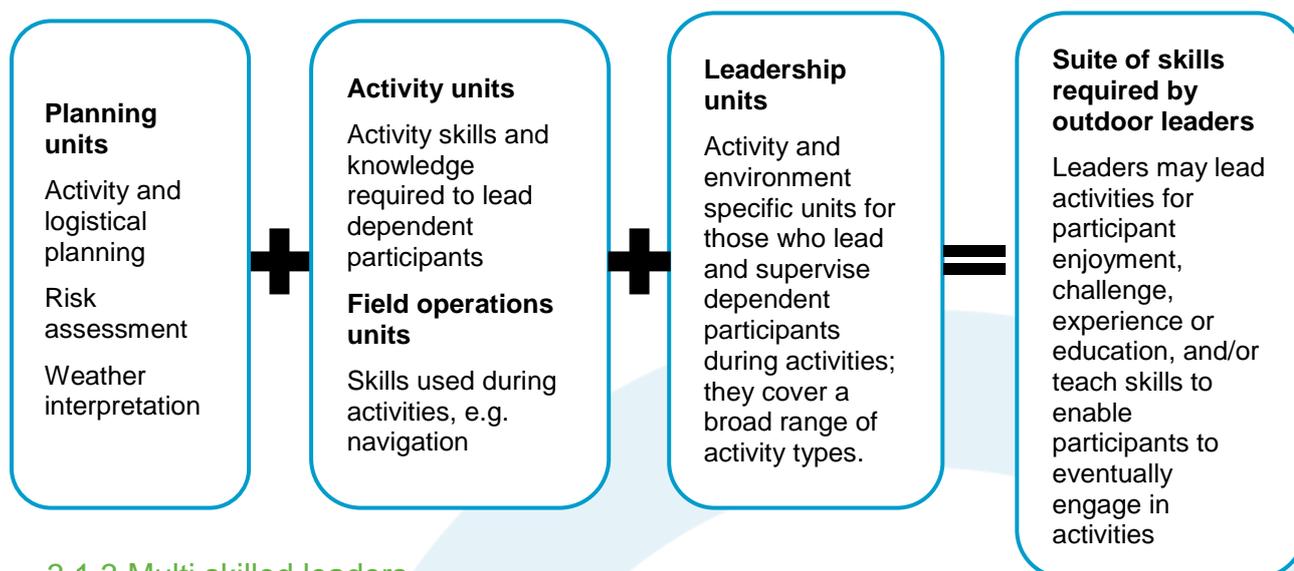
### 3.1 Occupational outcomes of qualifications

Outdoor recreation qualifications are designed to provide skills for outdoor leaders working at different levels of proficiency, with the Diploma also covering skills for program, logistics or operations managers.

All outdoor recreation qualifications provide a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

#### 3.1.2 Skills required by outdoor leaders

Qualifications include a range of relevant units that, in combination, provide the workplace skills required by outdoor leaders. Leaders may focus on guiding dependent participants or instructing them or a combination of both.



#### 3.1.3 Multi skilled leaders

Outdoor recreation employers advise that they require multi-skilled leaders. Employers indicate that leaders, either guides or instructors, should generally be proficient in three types of activity.

Qualification packaging rules, above Certificate II, require the selection of two activity groups. The remaining electives can be used for another activity group to make up three. Or, depending on employer or worker needs, other electives may be selected, for example to provide higher skills in youth work or facilities and equipment management.

Any learner who progresses through qualifications can pick up skills for additional activities in higher level qualifications.

#### 3.1.4 Specialist leaders

In some cases, leaders are specialists for a particular activity, e.g. SCUBA diving and horse trail riding. Qualifications have been structured so that these specialists can select two related activity groups; multi-skilling across activities is not forced on specialists.

### 3.1.5 Occupational outcomes for each qualification

Table 5: Occupational outcomes for qualifications

| Qualification                                  | Outcome   |
|--|---|
| SIS20419 Certificate II in Outdoor Recreation  | <p>This qualification reflects the role of individuals who assist with operational logistics and the delivery of recreational activities. They work under direct supervision and with guidance from those responsible for planning, finalising and delivering activities, including program managers and leaders.</p> <p>Assistants use a range of fundamental activity techniques during activities and can work in indoor and outdoor recreation environments, adventure learning centres or camps. The combined skills and knowledge provided by this qualification do not provide for a job outcome as a leader and further training would be required before moving into those roles.</p>  |
| SIS30619 Certificate III in Outdoor Leadership | <p>This qualification reflects the role of skilled outdoor recreation leaders who lead and supervise dependent participants in recreational activities according to pre-determined activity plans, adjusting as required to suit conditions and participant abilities.</p> <p>Leaders are skilled in recreational activity techniques and have well-developed leadership skills to manage group participation, cohesion, operational logistics, risk and problems as they arise. Using discretion and judgement, they work with some independence and under limited supervision using clearly defined plans, policies and procedures to guide work activities.</p> <p>This qualification reflects the role of leaders who can work in a range of settings including indoor centres and outdoor adventure learning centres and camps, or relatively close to base in the field. They have access to reliable communication systems and assistance from medical and emergency services. When in the field, supervision is provided remotely, in the form of support from base, to deal appropriately with unplanned events or significant problems.</p> |
| SIS40619 Certificate IV in Outdoor Leadership  | <p>This qualification reflects the role of highly skilled outdoor recreation leaders who lead and supervise dependent participants in recreational activities according to activity plans, which they develop.</p> <p>These leaders are proficient in recreational activity techniques and have well-developed leadership skills to manage group participation, cohesion, operational logistics, risk and significant problems as they arise. While actions are limited by the parameters of plans, policies and procedures, they work with a considerable amount of autonomy.</p>  |

| Qualification                                 | Outcome  |
|---|--|
|   | <p>This qualification reflects the role of leaders who can work at or close to base but often work in remote areas distant from support. Communication systems may be unreliable and assistance from medical and emergency services may not be readily available. They are expected to make high level independent judgements about logistical, technical, safety and emergency response issues.</p>   |
| <p>SIS50419 Diploma of Outdoor Leadership</p> | <p>This qualification reflects the role of highly skilled senior leaders or program, logistics and operations managers.</p> <p>Senior leaders lead and supervise dependent participants in recreational activities and have a role in planning these activities. They are highly proficient in activity techniques and have well-developed leadership skills to manage group participation, cohesion, operational logistics, risk and significant problems as they arise.</p> <p>Managers are involved in recreational program planning, implementation and evaluation, facility and equipment management, the leadership of personnel, and the operational management of a department or a small business.</p> <p>All work with significant autonomy, using initiative and judgement to analyse and solve complex problems, and to design systematic approaches to operational practices.</p> |

### 3.2 Qualification pathways

The Australian Qualifications Framework (AQF) is the policy for qualifications in the Australian education and training system covering the school, vocational education and training, and higher education sectors. The AQF Pathways Policy asks for flexibility in training package qualifications so that they:

- enhance learners' progression into and between qualifications
- comprise, within a training package, integrated ("nested") qualifications at different levels allowing credit for learning undertaken in lower level qualifications and exit points in higher qualifications
- recognise the multiple pathways that learners take to achieve qualifications.

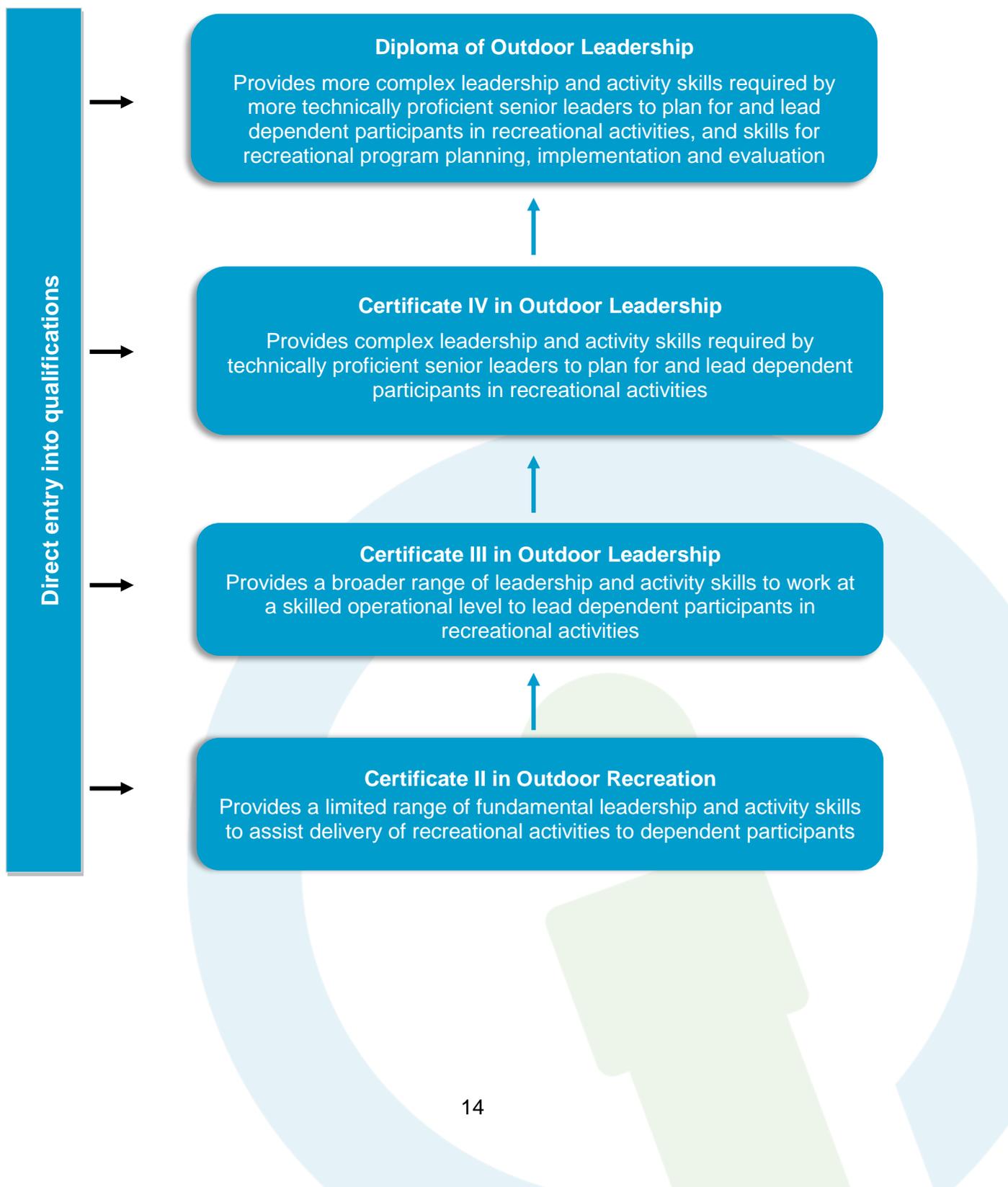
Outdoor recreation qualifications are designed to both meet these requirements and those of industry.

### 3.2.1 Pathways into and from outdoor recreation qualifications

The following chart shows the possible pathways into and from outdoor recreation qualifications within *SIS Sport, Fitness and Recreation Training Package*.

Individuals can exit each qualification to work in industry at a different level of technical expertise and responsibility. It is not, however, intended to imply that an individual will gain immediate employment at that level.

Articulation arrangements from the Diploma to higher education qualifications can be made on an individual basis by RTOs. Additionally, providers of higher education qualifications can decide what credit will be provided towards those qualifications without any specific arrangement.



### 3.2.2 Structure of outdoor recreation qualifications provides progressively complex skills

Core units in each qualification progress the learner from basic (CII), to operational (CIII), to senior or supervisory (CIV) and then to operational management level (Diploma) skills. Activity units and units for leading those activities are housed in elective groups within different qualifications which provide progression from fundamental to highly complex units.

Less complex activity specialisations “drop off” at a certain point throughout the levels, e.g. snorkelling does not progress past Certificate III. If however, an RTO or learner does want to choose a less complex activity as an elective within a higher qualification, they can, provided that the ensuing qualification content meets the requirements of its specified AQF level overall. The packaging rules allow for “open” electives” not listed within the qualification, i.e. “the remaining elective units can be selected from elsewhere in the SIS Training Package”.

Certificate IV introduces the availability of complex activity skills, e.g. canyoning, paddling on higher grade rivers, specialty SCUBA diving.

In the main, qualifications are “nested”, bringing forward many core and elective units, particularly activity units, from lower qualifications to higher. This allows:

- for exit points so that learners in a higher level qualification can be granted a lower level qualification if they fail to complete the higher, provided they have achieved required units
- credit transfer between lower and higher level qualifications to enhance a learner’s progression between qualifications.

### 3.2.3 Prerequisite units and qualification entry requirements

Minimal prerequisites have been nominated in outdoor recreation units. This avoids a trail of prerequisites leading to multiple others, and a mandatory “lock-step” approach to training and assessment. Nomination of multiple prerequisites allows no flexibility, creates barriers for holistic delivery, and forces all RTOs to sequence delivery in the same way, despite diverse course content, learner and industry needs.

All outdoor recreation qualifications allow direct entry. Entry requirements for qualifications can create barriers and lead people away from enrolling. Industry wants to promote not deter enrolment.

Direct entry allows learners with different needs and abilities to enrol in the course of their choice without imposing restrictions. Some prefer to enrol directly and undertake training in a higher qualification; some want formal recognition of their existing skills and might choose to gain a higher qualification using a recognition process. Both cohorts can achieve embedded foundational units before progressing to more complex skills during the life of the qualification.

#### **RTOs should create sensible training and assessment pathways**

It is very clear that there is a “natural progression” of outdoor recreation units and qualifications, and that the need to logically sequence training is very obvious. There would be no benefit for a learner to enrol in a unit or qualification beyond their ability and no benefit to RTOs to allow this.

The implementation of units and qualifications will require RTOs to:

- sequence training delivery of units, especially those within higher level qualifications, to allow learners to acquire fundamental skills before progressing to more complex units
- counsel learners with some outdoor recreation skills and those with none to choose units and qualifications to match their abilities and stage of learning
- consider different learner needs:
  - learners who are completing a pre-employment course of training might need to follow a step by step sequence of units from fundamental to complex skills
  - learners who are employed will have an existing skill base and may be progressing from an operational level of leadership to a senior level or onwards to a program management

role; they will require a training pathway that reflects this, e.g. they can “skip” less complex units or achieve them via a recognition of prior learning process if they choose.

### 3.2.4 First aid units are packaged as electives

The following two first aid units appear as general electives:

- HLTAID003 Provide first aid
- SISOFD006 Provide first aid in remote locations

First aid units are regularly updated in response to changing medical guidelines. If housed in the core, RTOs must deliver the outdated unit and outdated practices. This is detrimental to learners and industry.

Should the first aid units be included as core and subsequently change, a qualification update would be necessary to ensure that the most current and up to date first aid practices are being delivered. This triggers a complex administrative issue for RTOs. This does not happen if first aid units remain as general electives. RTOs can choose current first aid units as “open electives” which can be “selected from any other current Training Package.”

Different employers have different requirements and will engage with RTOs to select the most appropriate unit(s). RTOs offering pre-employment courses can select unit(s) according to need and should provide first aid training as part of their course offering.

Housing first aid units in the general elective group provides maximum flexibility for employers, learners and RTOs and promotes the use of the most current first aid units.

### 3.2.5 Pathways that learners can take to achieve outdoor recreation qualifications

Outdoor recreation units of competency and qualifications can be attained via:

- formal or informal education and training,
- experience in the workplace,
- general life experience, or
- any combination of the above.

All pathways are valuable to industry in achieving qualified personnel.

#### **Formal and informal education and training**

Formal education and training may include any completed:

- independently with an RTO
- as part of employment arrangements in partnership with an RTO
- via a traineeship or apprenticeship (more details follow)
- via VET delivered to secondary school students (more details follow)

Informal training, such as in-house training, may or may not use outdoor recreation units as a basis. If skills achieved align to unit coverage, they can be recognised and certified.

#### **Recognition of prior learning (RPL)**

It is likely that many individuals could be assessed via RPL to become certified in some (or many) outdoor recreation units of competency. These might include:

- those who have years of recreational experience in an activity but no application of these skills in the workplace; they may be seeking a formal qualification to enhance job opportunities
- those who have gained their activity and leadership skills through workplace application and in-house training but who hold no certification

- those who are employed and have a significant skills base who are progressing to senior leadership or program management job roles; many Certificate III or IV units could be achieved through RPL to achieve a Diploma in Outdoor Leadership.

### **Credit Transfer**

Learners may choose a formal training pathway to progress through qualifications with the same or different RTOs. Higher level outdoor recreation qualifications bring forward some or many units from lower qualifications. Whenever an individual holds AQF certification in a unit issued by an RTO, this must be recognised by subsequent RTOs. This allow those individuals to efficiently progress through staged learning from one qualification to the next.

### **3.2.6 Pathway via Australian Traineeships and Apprenticeships**

The following qualifications are considered those most appropriate for delivery as a traineeship or apprenticeship:

- SIS20419 Certificate II in Outdoor Recreation  
Certificate II only provides limited job outcomes as an assistant leader and might best be confined to a traineeship considered as entry to the industry for further training.
- SIS30619 Certificate III in Outdoor Leadership

Any qualifications above these reflect job roles that require leaders to operate with considerable autonomy and without direct supervision and guidance, making traineeships and apprenticeships unsuitable.

### **Part-time school based traineeships and apprenticeships**

Part-time school based traineeships and apprenticeships are delivered by RTOs in conjunction with on-the-job training provided by employers. This would be appropriate provided the significant demands of the outdoor recreation qualification can be met alongside the requirements for completion of the Senior Secondary Certificate of Education, e.g. HSC, VCE.

Demands of the outdoor recreation qualification may include significant travel to activity delivery sites, extended hours for activity delivery and overnight stays.

It would be important to select an appropriate employer, perhaps one who is based in an indoor centre or outdoor adventure learning centre or camp, so that work demands on the school based trainee or apprentice are not excessive.

### **3.2.7 Pathway via vocational training delivered to secondary school students**

The following qualification is considered the only qualification appropriate for delivery as part of a VET in schools qualification:

- SIS20419 Certificate II in Outdoor Recreation

Some industry Certificate III qualifications can be delivered to secondary school students. In the case of outdoor recreation, the Certificate III applies to leaders who lead and supervise dependent participants in recreational activities. They require well-developed leadership skills to manage group participation, cohesion, operational logistics, risk and problems as they arise. They use discretion and judgement and work with some independence and under limited supervision.

The Certificate III and higher outdoor recreation qualifications are considered unsuitable for secondary school delivery.

Employers expect all individuals certified in outdoor recreation qualifications to be ready to work and to be competent in the required skills. Delivery to secondary school students must comply, in the same way as any other delivery, with the requirements outlined in outdoor recreation units, including those for environments, resources and assessors.

Wherever a school based Registered Training Organisation (RTO) cannot provide the mandated resources, delivery can be provided by, or in conjunction with, other RTOs which are sufficiently resourced.

## 4.0 Regulatory and safety information

### 4.1 Regulation and licensing implications for implementation

#### 4.1.1 General and specific laws that apply to the outdoor recreation industry

Outdoor recreation personnel must comply with general laws, common to all industries and business types, that regulate various issues, e.g. workplace health and safety.

In addition, laws for the operation of vessels for water based activities are specifically relevant to the outdoor recreation industry, and these include:

- Marine Safety (Domestic Commercial Vessel) National Law Act 2012, covering vessels used for commercial activities
- state and territory laws for recreational boating, covering waterway rules.

Under these laws vessels generally include power and sailing boats, personal water craft (e.g. Jet Skis®), canoes and kayaks. Waterway rules may also apply to the use of sailboards but surfboards and paddle boards will generally be unaffected.

#### How does this impact on training and assessment?

Those delivering training and assessment for any SISO units which cover water based activities should obtain information about the relevant national, state, territory or local government regulations to determine compliance requirements.

Wherever knowledge of a general or specific law is required to effectively perform a job task described in a unit, it is covered in the Knowledge Evidence field of the Assessment Requirements.

In many cases, operational workers do not require direct knowledge of the contents of the law. Instead, information they require has been synthesised, by their organisation, into a range of staff focussed guidelines, policies or procedures which are also covered by Knowledge Evidence.

The Assessment Conditions field requires RTOs to ensure access to, or use of, current regulatory documents or policies and procedures as a resource for assessment. Workplace policies and procedures can be samples, or those for a specific organisation if the learner is employed.

*Table 6: Example of unit requirements for coverage of laws - SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities*

| Requirements   | Assessment Conditions, resource requirements   |
|--|--|
| <p>Knowledge Evidence:</p> <ul style="list-style-type: none"> <li>• requirements under the local state or territory work health and safety law for: <ul style="list-style-type: none"> <li>• organisational and worker responsibility to ensure safety of self, other workers and other people in the workplace</li> <li>• when, where and how hazards must be identified</li> <li>• when, where and how risk assessments must be conducted</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• organisational work health and safety procedures for: <ul style="list-style-type: none"> <li>• identifying hazards and assessing risks</li> <li>• assessing risks associated with participants</li> </ul> </li> </ul> |

| Requirements  | Assessment Conditions, resource requirements |
|---|--|
| <ul style="list-style-type: none"> <li>• consultation in the hazard identification and risk assessment process</li> <li>• record keeping</li> <li>• organisational work health and safety procedures for:                             <ul style="list-style-type: none"> <li>• identifying hazards and assessing risks</li> <li>• assessing risks associated with participants</li> </ul> </li> </ul> |  |

#### 4.1.2 Industry accreditation schemes, standards, codes and guidelines

Various industry bodies produce industry standards, codes or guidelines to assist their stakeholders to manage outdoor recreation practices. These may be linked to voluntary membership of a body or participation in a voluntary accreditation scheme. Some industry bodies may mandate the use of codes for their membership or accreditation purposes.

##### How does this impact on training and assessment?

Use of voluntary standards and codes or participation in voluntary accreditation schemes are **not** considered, for training package purposes, a regulatory requirement that RTOs, **must** consider during training and assessment.

However, RTOs, trainers and assessors should be aware of industry initiatives and their learner needs. They can assist by tailoring Performance and Knowledge Evidence assessments which can require such things as:

- development of minimal impact plans, practices and codes of conduct; in the workplace organisations may adopt or adapt those produced by an industry body, and these could be made available for training and assessment purposes
- knowledge of industry association safety standards or codes of practice; knowledge assessments should relate to any available for the learner’s current or future employment within a specific activity context.

Units make general references to industry standards, codes and guidelines without specifying any. Below are details of three relevant industry initiatives.

#### 4.1.3 Australian Adventure Activity Standard (AAAS)

The outdoor recreation industry has developed the Australian Adventure Activity Standard along with a series of Good Practice Guides including a core guide and activity specific guides for a range of activity types:

*“The Australian Adventure Activity Standard (AAAS) and associated Good Practice Guides (GPG’s) provides essential information relating to the safe and responsible planning and delivery of adventure activities with dependent participants. The documents are designed as a voluntary good-practice framework for adventure activity providers and include guidance on matters of safety, compliance and service delivery as well as environmental and cultural protections.”*

##### Australian Adventure Activity Standard

For more information, refer to: <http://australianaas.org.au/>

##### How does this impact on training and assessment?

Many outdoor recreation operators may choose to utilise the AAAS. Because it is not mandatory, the AAAS is not specifically referenced within SISO units.

It would be valuable for learners to know about the AAAS and RTOs are encouraged to deliver information. If referencing a standard for planning and delivery activities, the AAAS would provide valuable content. For example:

- *SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities* requires knowledge of industry safety standards and codes
- *SISOFLD002 Minimise environmental impact* requires knowledge of industry minimal impact codes, standards or guidelines.

#### 4.1.4 Caving codes

The Australian Speleological Federation (ASF) is an environmental organisation with the primary objective of protecting the cave and karst environment of Australia. The ASF is also the national body that represents the interests of 24 caving clubs, over 800 members throughout Australia and represents Australia on the International Union of Speleology.

This organisation produces a series of caving codes including:

- minimal impact caving code
- code of ethics

These codes are specifically referenced in the unit *SISOCVE001 Traverse caves* and knowledge of these very specific codes should be covered.

For more information, refer to: <https://www.caves.org.au/administration/codes-and-standards>

#### 4.1.5 National Outdoor Leader Registration Scheme (NOLRS)

The National Outdoor Leader Registration Scheme is operated by the Outdoor Council of Australia (OCA) to provide a national benchmark of an individual's skills and currency in outdoor activity leadership skills. NOLRS is a voluntary, national registration scheme for those who lead groups in outdoor adventure activities.

NOLRS uses completed units of competency as one basis for registration.

For more information, refer to: <http://www.outdoorcouncil.asn.au/nolrs/>

#### **How does this impact on training and assessment?**

RTOs do not need to make any adjustments to their delivery of SISO units. When certified, graduates may wish to register with NOLRS.

It would be valuable for learners to know about the registration system and RTOs are encouraged to deliver information. In particular the unit *SISXIND002 Maintain sport, fitness and recreation industry knowledge* requires knowledge of industry accreditation schemes.

Registration of outdoor leaders provides endorsement of their current skills, knowledge and experience. If an RTO's assessor is a registrant, this can assist them to provide evidence of industry currency, a requirement for assessors.

#### 4.1.6 Occupational licensing and certification requirements

For some industries government requirements apply to occupational roles. Workers require an occupational licence often linked to certification in units of competency or qualifications.

At the time of publication, there are no requirements for any worker to be certified in any SISO outdoor recreation units of competency or qualification to satisfy occupational regulatory requirements.

There are some job roles, linked to specific recreational activities, that require workers to hold a licence. Licences would include:

- a driver's licence for a road vehicle driven by leaders and support staff
- a boat operator's licence for a vessel used during SCUBA diving, fishing, sailing activities

- a personal water craft (e.g. Jet Ski®) rider's licence.

However, these and any other licensing requirements are not linked to SISO units, i.e. an individual is not required to be certified in any SISO unit to apply for a licence.

#### 4.1.7 SCUBA diving C-Card Certification

A licence to SCUBA dive is known as a C-Card and certification is regulated by industry.

In order to procure air, equipment, and other services to engage in recreational diving without supervision, divers must hold C-Card certification issued by an industry authorised organisation.

Divemasters and instructors must hold C-Card certification. They must also be certified and sanctioned by an industry authorised organisation to lead and supervise diving activities or to instruct others in diving skills and issue C-Card Certification.

#### How does this impact on training and assessment?

Industry certification for participants, divemasters and instructors may or may not be issued concurrently with an Australian Qualifications Framework (AQF) qualification or Statement of Attainment identifying achievement of SISOSCB SCUBA diving units.

Those delivering training and assessment for SCUBA units should consult the relevant industry bodies to determine any partnership arrangements for courses, trainers and assessors that can lead to joint AQF certification and industry regulated:

- C-Card certification
- divemaster and dive instructor certification.

Relevant bodies include but are not limited to:

- NAUI (National Association of Underwater Instructors)
- PADI (Professional Association of Diving Instructors)
- SDI (SCUBA Diving International)
- SSI (SCUBA Schools International)

## 4.2 Legal considerations for learners on work placements

Work-based learning programs and placements give learners an opportunity to gain experience in the workplace. Under the Fair Work Act 2009, a vocational placement is a working arrangement where all of the following apply:

- the worker is not paid a wage;
- it is a requirement of an Australian-based education or training course; and
- it is authorised under a law or administrative arrangement of the Commonwealth, a state or territory.

A learner in an arrangement that meets all of these criteria is not covered by the Fair Work Act and is not entitled to the minimum wages and other entitlements provided in the National Employment Standards or any applicable modern awards or agreement.

For more information, refer to: <https://www.fairwork.gov.au/pay/unpaid-work>

Learners gaining work experience are considered to be workers under Work Health and Safety (WHS) law. Provisions of law relating to worker and employer responsibilities apply. Learners should be inducted and supervised to ensure compliance.

Learners on work placements must comply with any general or specific laws that regulate outdoor recreation industry practices and should be inducted and supervised to ensure compliance.

### 4.3 Health and safety implications in industry

Workers in the outdoor recreation industry are exposed to serious risks to health and safety. Risks vary according to the particular environment in which leaders operate and the activity they lead.

In industry risk management is a crucial part of an outdoor operator's practice; risks are managed for both workers and dependent participants.

Table 7: Risks of injury and illness related to outdoor recreation activities, lists not exhaustive

| Activity Type   | Risk  |
|---|---|
| Water based activities: <ul style="list-style-type: none"> <li>• Fishing</li> <li>• Paddling – canoeing etc.</li> <li>• Personal water craft</li> <li>• Sailing</li> <li>• SCUBA Diving</li> <li>• Snorkelling</li> <li>• Stand up paddle boarding</li> <li>• Surfing</li> <li>• Windsurfing</li> </ul> | <ul style="list-style-type: none"> <li>• barotrauma</li> <li>• bite and sting injuries from aquatic animals and plants</li> <li>• decompression illness</li> <li>• drowning</li> <li>• fatigue and exhaustion</li> <li>• hyperthermia, hypothermia resulting from exposure to environmental conditions</li> <li>• nitrogen narcosis</li> <li>• over pressurisation and overexpansion injuries</li> <li>• shallow water blackout</li> <li>• various injuries from collision with hazards and other waterway craft</li> </ul> |
| Driving and cycling activities: <ul style="list-style-type: none"> <li>• Four wheel driving</li> <li>• Cycling on and of road</li> </ul>  | <ul style="list-style-type: none"> <li>• crush injuries</li> <li>• hyperthermia, hypothermia resulting from exposure to environmental conditions</li> <li>• fatigue and exhaustion</li> <li>• various injuries from collision with hazards and other road or trail users; especially vehicles</li> </ul>  |
| Rock and rope activities: <ul style="list-style-type: none"> <li>• Abseiling</li> <li>• Climbing</li> <li>• Caving</li> <li>• Canyoning</li> <li>• Challenge Courses</li> </ul>   | <ul style="list-style-type: none"> <li>• drowning (canyoning and caving)</li> <li>• fatigue and exhaustion</li> <li>• hyperthermia, hypothermia resulting from exposure to environmental conditions</li> <li>• various injuries associated with rope entanglement, falling gear, falling from heights and collision with hazards</li> </ul>   |
| Ski Touring and Bushwalking   | <ul style="list-style-type: none"> <li>• bite and sting injuries from animals and plants</li> <li>• fatigue, dehydration and exhaustion</li> <li>• hyperthermia, hypothermia, frostbite resulting from exposure to environmental conditions</li> <li>• various injuries from collision with hazards, rubbing and friction from equipment, slips, trips and falls</li> </ul>   |
| Equine  | Various injuries associated with: <ul style="list-style-type: none"> <li>• being crushed, trodden on, dragged by horse</li> <li>• being kicked, head butted, bitten by horse</li> <li>• falling from a horse, at speed or without speed</li> </ul>  |

| Activity Type | Risk   |
|---------------|--|
|               | <ul style="list-style-type: none"> <li>• collision with obstacles, vehicles and natural hazards at speed or without speed</li> <li>• entanglement with tack including stirrups.</li> </ul>   |
| Camping       | <ul style="list-style-type: none"> <li>• bite and sting injuries from animals and plants</li> <li>• fatigue, dehydration and exhaustion</li> <li>• hyperthermia, hypothermia, frostbite resulting from exposure to environmental conditions</li> <li>• various injuries associated from use of knives for meal preparation; contact with fire and stoves, falling tree limbs.</li> </ul> |

#### 4.3.1 Managing health and safety during training and assessment

During training and assessment, learners are equally exposed to significant risks. These can be managed through:

- completion of risk assessments for training and assessment events
- the provision of procedures, to learners, to identify hazards and manage risks
- work health and safety induction and training of learners
- close supervision of learners by trainers, assessors, workplace supervisors and managers.

Assessment Conditions require that RTOs replicate industry conditions of operation during assessments by providing equipment used to manage health and safety incidents:

- first aid equipment
- communication equipment for emergency response
- rescue equipment.

#### 4.3.2 Learning about safety and risk management

Because risk management is central to all job roles for outdoor recreation operators, units of competency incorporate:

- assessable performance criteria that describe skills required to complete such things as:
  - confirmation of activity safety and emergency response procedures
  - safety and serviceability checks on equipment
  - avoidance or safe negotiation of hazards
  - ongoing risk assessments during activities
  - amendment or cessation of activities when risks are unacceptable
- knowledge of particular hazards for different activity types; each activity based unit requires this knowledge to be assessed along with techniques used to manage these
- performance evidence that stipulates collection of evidence that the learner consistently negotiates hazards in a safe way and follows or manages compliance with safety procedures.

In addition, there are specific planning units which describe risk management processes:

- SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities
- SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities
- SISOPLN007 Manage risk for outdoor programs

In other words, safety requirements are thoroughly embedded throughout all planning units as well as activity and leadership units. This reflects workplace practice and each and every requirement must be assessed.

#### 4.3.3 Horse related injuries

Horse handling and riding pose a significant safety risk because horses are capable of acting independently, whether being ridden or not, and the extent of handler or rider control of the horse can suddenly change.

The Australian Institute of Health and Welfare maintains a database on patients admitted to hospital. For horse related incidents between 2008 and 2011, 40% of injuries happened while engaged in sports or recreational activities and 11.5% of admissions were because of work related incidents. An average of 1.2 workers are hospitalised each day in Australia due to a horse related injury.

Research from the National Coronial Information System indicates between 2000 to 2012, 98 horse-related deaths occurred and 42% of those involved a person who worked with horses as part of their job.

In 2014, the Australian Skills Quality Authority (ASQA) initiated the Strategic Review into Equine Training in Australia. This was instigated by the NSW Coroner's recommendation that training for horse handling and riding be reviewed after the fatality of a vocational learner (rural studies).

The requirements for training and assessment of SISO Equine units have been made very stringent in response to the high level of injury associated with equine work, and recommendations made by ASQA for completing training related to that work.

Both industry and regulators want highly skilled graduates with a strong understanding of safe practice.

#### 4.3.4 Managing health and safety for horse handling and riding activities

As for all units of competency, SISO Equine units describe workplace skills and knowledge. These units incorporate significant coverage of equine industry practices for managing the safety of:

- workers, e.g. trail guides and bosses, riding and handling instructors, stable hands
- participants for whom those workers are responsible during activities.

In addition to the general information provided in heading *4.3.2 Learning about safety and risk management*, equine units of competency cover requirements for matching of horses to handler or rider capabilities.

#### 4.3.5 Horse matching in industry and training to do this

Horse matching for the safety of handlers and riders, both for workers and their dependent participants, is a practice completed in industry and this is reflected in:

- assessable Performance Criteria, e.g.
  - assess horse and select to match own skill level and riding conditions (trail guides do this)
  - select horses of suitable history, size and temperament to match participant capabilities (guides and instructors do this)
  - assess handler or rider's own horse, when self-provided, and ensure horse and handler or rider combination is safely matched
- Knowledge Evidence, e.g.
  - format, content and use of templates to complete horse suitability audits; match horses to handlers and or riders
  - factors that affect the matching of horses to handler or rider capabilities
- Performance Evidence, e.g.

- for particular equestrian sport, instructional or recreational handling or riding programs complete one horse suitability audit
- complete three risk assessments to match horses to handlers or riders, each using different horses and for different handlers or riders.

This reflects workplace practice and each and every requirement must be assessed.

#### 4.3.6 Matching the horse and person to each other and the intended activity

There are two critical safety requirements in industry for horse matching:

- ensuring that a horse is suitable for the activity for which it is to be used (fit for purpose)
- ensuring that a handler or rider's skills, experience and other characteristics match the horse deemed suitable for the activity.

Horse handling and riding skills are covered in many training packages. Training package developers have agreed to use consistent terminology to categorise handlers, riders and horses within units of competency. The levels and descriptions provide general guidance.

Figure 1: Horse type

| Horse Level | Horse type  |
|-------------|---|
| 1           | <b>A calm, consistent and obedient horse</b> that has been educated for the relevant activity. This category of horse used within confined environments poses the lowest level of risk to handlers or riders.   |
| 2           | <b>A compliant and manageable horse</b> that has been educated for the relevant activity and is used in suitable environments. This category poses a higher risk to handlers or riders than those described as Level 1.                                 |
| 3           | <b>A less compliant and highly reactive horse.</b> This category of horse can react unpredictably and pose a high level of risk to handlers and riders. Horses in this category may include stallions and young horses that have had limited education. |

Figure 2: Horse handler and rider descriptions

| Handler or Rider Level | Handler or rider description  |
|------------------------|---|
|                        | <i>Rider or handler – a person who rides, drives or handles a horse in any capacity at a workplace, and may include a worker, student, visitor or other person (SafeWork NSW)</i>   |
| 1                      | <b>New and or inexperienced horse handler or rider</b><br>A handler or rider is new or inexperienced if they have no (or minimal) knowledge or skill gained from interacting with horses.<br><br>In some circumstances this applies where there has been a significant change in duties. For example, when moving from mustering cattle to the racing industry, the person may initially be considered new or inexperienced until an assessment has been undertaken. (SafeWork NSW) |
| 2                      | <b>Moderately experienced horse handler or rider</b><br>These individuals have some previous experience handling horses. They should be assessed in a suitable environment and matched with a horse suitable for their experience and capability.   |
| 3                      | <b>Highly experienced horse handler or rider</b>  |

| Handler or Rider Level | Handler or rider description  |
|------------------------|---|
|                        | <i>Rider or handler – a person who rides, drives or handles a horse in any capacity at a workplace, and may include a worker, student, visitor or other person (SafeWork NSW)</i> |
|                        | These individuals have worked with a range of horses in a variety of environments and conditions.   |

The following matrix provides a quick snapshot of suggested horse suitability for each level of handler, rider or driver.

It does not replace the need for workers in industry, e.g. instructors, guides and support staff, and RTOs for training purposes to complete horse suitability and handler or rider assessments before matching them.

Figure 3: Horse and handler, rider, driver matching

| Horse Level  | Handler  | Rider                    | Driver                   |
|--|--|--------------------------|--------------------------|
| 1. Calm, consistent, obedient educated or trained for activity | New and or inexperienced                           | New and or inexperienced | New and or inexperienced |
| 2. Compliant and manageable educated or trained for activity   | Moderately experienced<br>New and or inexperienced | Moderately experienced   | Moderately experienced   |
| 3. Less compliant and highly reactive                          | Highly experienced                                 | Highly experienced       | Highly experienced       |

#### 4.3.7 Handler and rider horse matching for assessment

It is essential that RTOs match horses to learner handlers and riders. Units of competency can only define requirements for assessments but the same practice should be engaged for training.

To ensure that the combination is safe during each assessment, the assessor must ensure that horses are matched to every person interacting with horses during assessment. This includes the candidate who is being assessed (e.g. the learner instructor or learner trail guide), and all participant riders forming a group (e.g. learners whom the candidate is instructing, participants whom the candidate is guiding on a trail).

Horses can be provided by a riding establishment or by the participant. Learners under instruction often use their own horses. The RTO may not have, itself, completed horse suitability audits or assessments of participant's ability. The assessment requirements allows for this circumstance.

The following is included in the Assessment Conditions for SISO Equine Units:

Horse matching prior to all assessments involving horse interaction is essential. Assessors must:

- complete, participate in or validate a risk assessment of both the candidate's and other participant riders' characteristics and level of horse handling and riding skills
- match, or validate the matching of, horses of suitable history, size and temperament to both the candidate and other participants to ensure that rider and horse combination is safe.

These horse matching assessments must be completed by a competent person which SafeWork NSW, for example, describes as "a person who has acquired through training, qualification or experience, the knowledge and skills to ensure the safety of those interacting with horses."

#### 4.3.8. Requirements to use certain horse types for assessment

While it is a requirement to always match horses to learners for assessment, some units nominate that only certain types of horses can be utilised during assessment. For example, *SISOEQU002 Ride horses using fundamental skills* stipulates the use of calm, consistent and obedient horses, matched to all riders as above, and educated for recreational purposes and inexperienced riders. This provides another mechanism to maintain the safety of learners completing SISO Equine units.

#### 4.3.9 Resources to assist RTOs with Equine delivery

Section 6 provides a list of useful resources, e.g. *Guide to Managing Risks when New and Inexperienced Persons Interact with Horses*, and links to those.

## 5.0 Implementation information to assist users

### 5.1 Assessor requirements

Requirements for assessors are defined on a unit by unit basis and vary because they are tailored to the specific unit of competency. Information is found in the Assessment Conditions field within the Assessment Requirements document for each unit of competency.

Assessors must meet certain requirements to assess outdoor recreation units of competency. These requirements align to the *Standards for Registered Training Organisations* which cover requirements for:

- vocational competency (vocational competencies at least to the level being assessed)  
The *Standards for Registered Training Organisations* are silent on what vocational competency means and do not include a requirement for workplace experience.
- currency of industry skills directly relevant to the assessment being provided  
Currency of industry skills, as required by the *Standards for Registered Training Organisations*, is crucial to the outdoor recreation industry. It ensures that assessors have expertise in current operational practice and current industry knowledge so that assessments reflect up to date workplace practice and provide skilled industry workers.
- currency of knowledge and skills in vocational training and learning that informs their assessment
- the appropriate TAE assessor skill set to assess.

The majority of units also prescribe a requirement for assessors to have workplace experience because the outdoor recreation industry considers this vital for assessors. A unit example is:

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as a cycling leader, guide or instructor, where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

#### Scuba diving units

The assessor requirement varies for SCUBA diving units:

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess diving skills and to authorise the issuance of C-Card certification.

This satisfies the industry standard for instructing SCUBA diving skills and ensures that learners can be issued with a C-Card on successful assessment.

#### Equine units

The assessor requirement varies for Equine units:

- all units require the assessor to be certified in the unit of competency they are assessing, or a previous version
- some units require the assessor to hold industry accreditation
- riding units require the assessor to be certified in the relevant unit for horse riding instructors, or a previous version (e.g. SISOEQU008 Instruct fundamental horse riding skills is required to assess SISOEQU002 Ride horses using fundamental skills).

These units have more stringent requirements because the equine sector was required to consider and comply with recommendations in reports resulting from significant coronial and VET enquiries into deaths and accidents during equine training.

## 5.2 Environments for assessment

Both employers and RTOs indicate that units should:

- fully describe the environmental conditions for assessment, e.g. water and wind, grade of track, because degree of difficulty in activity and leadership skills is directly aligned to those conditions
- utilise categories already defined by various systems and authorities; those commonly recognised and understood by outdoor recreation operators.

Units have been developed accordingly and each defines applicable conditions in the title, application statement and most importantly in the Assessment Conditions field so that environmental conditions for assessment are stipulated.

Assessment requirements for environmental conditions are defined on a unit by unit basis and are tailored to the specific unit of competency. Information is found in the Assessment Conditions field within the Assessment Requirements document for each unit of competency.

The environments stipulated for assessment directly relate to those that outdoor recreation operators use to deliver activities. Learners must be exposed to real conditions during assessment. This ensures that their activity skills and ability to lead groups are tested against the environmental complexities involved.

Multiple systems exist to describe environmental conditions for different activities. For example, grading systems exist for walking tracks, cross country ski trails, rivers, and coastal waterways. Terminology has been derived from those existing systems.

## 5.3 Resources and equipment for assessment

The Assessment Requirements for each unit of competency specify the equipment and other resources which must be provided by the RTO for assessment. This information is found in the Assessment Conditions field which specifies:

- if relevant, other people who must be present during assessment, e.g. a group of participants whom the individual leads, people who act as team members, participants and rescuees with whom the individual interacts during simulated rescues, capsizes and tows
- any equipment, including personal protective equipment, that must be provided for assessment, e.g. lifejackets, small sailing boats, sails and rigging
- any workplace documentation that must be provided, e.g. activity plans, template safety checklists, equipment fault and incident reports.

Again, requirements are tailored to each unit of competency.

## 5.4 Simulation

Industry employers and RTOs have highlighted that industry experience and working with real clients enriches training opportunities for the learner. However, they also note that there are a number of considerations that can impede assessment in the workplace.

There are no requirements for any units to be assessed in the workplace, via work placements or using real clients. Where appropriate, this can be done but learners leading groups of dependent participants can be simulated.

Simulations, set up for the purpose of assessment, usually involve two components:

- simulated environments

- simulated activities.

#### 5.4.1 Simulated environments for assessment

For some industries, it is possible to simulate workplace environments, e.g. training kitchens and restaurants. The assessment of outdoor recreation activity and leadership skills is, however, heavily reliant on providing the real environment applicable to the activity, as mandated in Assessment Conditions for each unit. These environments cannot be simulated.

This equally applies to rescue units; activities can be simulated but the environment must be real for assessments. Those environments are mandated in Assessment Conditions. For example, the unit *SISORSC005 Rescue others in white water* stipulates that:

Skills must be demonstrated on inland white water rivers with rapids which must include, as a minimum, features of grade 2 rivers:

- fairly frequent but straightforward rapids
- rapids with regular medium sized waves, less than one metre
- low ledges or drops, easy eddies and gradual bends
- small obstacles that require manoeuvring around
- passages through rapids that are generally straightforward and can be seen from the water.

There are some outdoor recreation units that can be assessed in a simulated environment.

Skills for the following two units do not have to be assessed in a remote area provided simulated activities and scenarios concentrate on the significance of remote area circumstances:

- SISOEQU011 Manage horse illness and injury in remote areas
- SISOFD004 Provide first aid in remote locations.

The environment for many SISOPLN Outdoor Recreation Planning units is not crucial as these describe skills not used in the field. It is possible to simulate, within a training organisation, the environment where planning takes place.

In any environment, where simulated workplace activities are completed, it is important to provide resources that reflect workplace practice. This might involve:

- ensuring that sufficient numbers of other required people are present, e.g. participants
- providing current equipment and technology which is typically used by outdoor recreation operators
- providing sufficient numbers of all equipment and resources to service the assessment needs of each learner; sharing and “taking turns” using inadequate numbers would result in down-time for tasks and would not allow learner to demonstrate their capacity to work with commercial speed, timing and productivity
- providing the types of workplace documents which are currently used in industry, e.g. policies, procedures, codes of conduct, guidelines; these might be samples provided by industry, those for a specific organisation if the learner is employed, or even those developed by a RTO which might be for a “dummy” organisation.

#### 5.4.2 Simulated workplace activities for assessment

Industry employers highly value graduates who are ready to work in their organisation because they have been exposed to industry conditions. Whenever a simulated assessment activity is conducted it is essential that industry-relevant conditions are provided; those as close to a real work situation as possible. This can involve:

- learners working and communicating with multiple and varied team members, supervisors, and dependent participants, including difficult ones

- requiring learners to work with commercial speed, timing and productivity, e.g. to set up activity equipment
- building in a time and efficiency imperative which might include:
  - setting deadlines for certain tasks, e.g. producing activity plans and incident reports
  - requiring learners to handle a number of tasks simultaneously
- expecting learners to deal with multiple and varied problems and prioritise tasks within critical timeframes, e.g. for rescue tasks
- integrating multiple competencies which an individual would naturally complete simultaneously as part of their job function
- incorporating requirements to use the appropriate level of language, literacy and numeracy required by the work tasks.

### 5.4.3 Dealing with activity modifications and safety situations

Performance Evidence for activity leadership units requires the learner to:

- determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
- respond to a total of three different immediate safety risks that have arisen during activities
- respond to a total of two emergency situations and complete two incident reports
- complete two reports on equipment faults.

In each case, the Assessment Conditions field describes how assessments can be handled:

Assessment must ensure use of:

- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
  - activity modifications for prevailing conditions and participant needs
  - arising safety risks
  - emergency situations
  - equipment faults.

This allows flexibility for RTOs to assess in different conditions and implement different methods to test the learner's ability:

- Real workplace situations allow for recognition or prior learning, a third party report, or an assessor to be present in the workplace.
- Setting up simulated activities that reflect work situations allows RTOs to test ability to deal with different circumstances.
- Using real or manufactured case study scenarios allows RTOs to test an individual's response to these situations.

Other units describe, in Assessment Conditions, how similar Performance Evidence can be collected.

## 5.5 Integrated (holistic) assessment

Units of competency describe individual skills which do not exist in isolation. In the workplace, individuals combine skills described in different units.

Holistic assessment brings together a number of units of competency, relevant to business operations and the job role, that reflects actual workplace practices. Assessors should design integrated assessment activities to collect evidence for a number of units together. This approach can also be used for training delivery.

Related units can be grouped together in a number of combinations for a logical integrated assessment. Any units that relate to a job function can be effectively combined and should be identified by the assessor to support the needs of industry operations and learners.

Training Packages cannot nominate co-requisite units. However, there are outdoor recreation units for which it would be very sensible to combine assessment of parts or whole units together. Examples are provided in Figure 4.

*Figure 4: Examples of holistic assessment*

|   |            |  |
|---|------------|--|
| SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities     | <b>and</b> | Any planning unit such as:<br>SISOPLN002 Plan activity sessions<br>SISOPLN003 Develop outdoor recreation programs<br>SISOABL003 Design adventure-based learning programs   |
| SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities | <b>and</b> | Units such as:<br>SISOPLN001 Finalise operation of outdoor recreation activities<br>SISOPLN002 Plan activity sessions<br>Any unit for leading activities, e.g.<br>SISOSKT004 Lead skiing activities on easy cross country terrain  |
| SISOFLD002 Minimise environmental impact  | <b>and</b> | SISOFLD001 Assist in conducting recreation sessions<br>Any unit for leading activities, e.g.<br>SISOCVE006 Lead caving activities  |
| SISOFLD003 Select, set up and operate a temporary or overnight site                         | <b>and</b> | Activity units such as:<br>SISOBWG003 Bushwalk in extremely difficult tracked and untracked environments<br>SISOEQU004 Ride horses on untracked trail rides<br>Units for leading activities, e.g.<br>SISODRV002 Lead four wheel driving activities                                 |
| Navigation units  | <b>and</b> | Activity units<br>Combinations might include:<br>SISOFLD007 Navigate in difficult tracked environments <b>and</b> SISOBWG002 Bushwalk in difficult tracked environments<br>SISOFLD005 Navigate waterway courses <b>and</b> SISOKYS003 Paddle a sea kayak in exposed coastal waters |

## 5.6 Contextualising training and assessment

Outdoor recreation units can apply to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations. Business models, service styles, activity programs and participant characteristics can vary greatly.

While some units apply to specific activities and environments, others are more general in nature and are written to apply to different contexts.

In all cases training and assessment can be tailored to provide meaningful outcomes for both industry and learners.

### 5.6.1 Outdoor Recreation Planning, Field Operations and Cross-Sector units

Outdoor Recreation Planning (PLN) units cover such things as program and activity planning, risk management and weather interpretation.

Field Operations (FLD) units include those for assisting the delivery of recreation activity sessions and for minimising environmental impact during activities.

Cross-sector units of competency apply across the sport, fitness, community and outdoor recreation industries.

The intent of all of these units is that they be delivered and assessed in context and all content has been written broadly to allow for this. There are statements within Knowledge and Performance Evidence for SISO units that indicate context has to be applied so that assessments cover:

- particular types of recreational activities
- particular environments
- particular localities or regions, especially for weather interpretation.

#### Single or multiple contexts

Performance Evidence covers such things as planning for, finalising and operating multiple programs or activity sessions, generally at least three. Because of this, it is possible to cover different types of activities and environments.

For example, *SISOPLN002 Plan outdoor activity sessions* requires the learner to plan three different outdoor activity sessions. It would be possible to:

- assess the learner's ability to plan for three different types of recreational activities
- cover requirements for different types of environments during assessment.

It is also possible to cover one type of activity and environment for specialists, e.g. planning three horse trail rides in tracked areas.

These decisions require RTOs to consider both industry and learner needs.

### 5.6.2 Providing context in pre-employment institutional training

For all units covered in a pre-employment training course, RTOs would be expected to cover a range of contexts to provide students with broad vocational outcomes and transferable skills.

Contextualisation might mean:

- covering knowledge of a range of operator types and the particular requirements of their client groups and participants
- for planning and field operations, covering different activity and environment types so that learners understand how important context is to those processes
- sourcing and using sample codes of conduct, policies, procedures and guidelines used by operators for particular activities and participant cohorts to ensure relevance; information irrelevant to activities, environments and participant types can be unhelpful.

### 5.6.3 Providing context when a learner is employed

Employed students may be enrolled with RTOs and may be:

- a trainee or apprentice
- sponsored by their employer who engages with the RTO
- employed and completing training independent of their employer.

In each of these cases, there is a real opportunity to highly tailor training and assessment that directly relates to the learner's employment. Not only should those learners be allowed a choice of relevant electives within their qualification, they can also be provided with training and assessment activities relevant to their organisation. For example trainers and assessors can:

- allow learners to interpret, use and describe the content of their actual workplace policies and procedures
- allow learners to develop and format plans for programs and activity sessions in line with their own organisational guidelines
- use assessment methods which evaluate the actual work of the learner via work samples, e.g. risk assessments using organisational templates
- tailor knowledge and problem solving questions that elicit a response relevant to their employment experience (What does your procedure say about? How did you respond when a participant ignored safety guidelines? Tell me about a time when you had to modify activities.)
- provide logbooks to allow the learner to use workplace activities to count towards their assessment (useful, for example, when they are required to lead a specified number of activity sessions or use a nominated range of activity techniques)
- consult with the employer about learner needs so training is relevant
- negotiate arrangements with the employer to spend time in the workplace to complete assessments
- use third party reports to verify workplace evidence and supplement other evidence.

Care must be taken so that the learner understands privacy and commercial confidentiality, and that the learner has relevant permissions from their employer. Of course, the assessor must engage normal processes for ensuring the authenticity of evidence, i.e. the work is that of the learner.

### 5.6.4 Using the notion of context as a starting point for the development of activities

When writing training and assessment activities, RTOs can use the notion of contextualisation as a starting point. This should mean that RTOs do not have to continually and specifically adapt their assessments to an individual learner's workplace or the type of operator with whom they seek employment.

In other words, activities can be written broadly and in such a way that options are provided. RTOs can then encourage or direct learners to build workplace or other context into their project and other activities. For example:

Create an activity plan using guidelines or templates provided by your employer, or use the sample ones provided.

Complete an incident report using the template provided or use your employer's template.

Select the sector in which you are currently employed, or one that you seek employment in, and....

For this activity, you can:

- select codes of practice used by your employer
- use the sample codes of practice provided

- source, via the Internet, relevant codes of practice for xx activities.

### 5.6.5 Maintaining the integrity of the unit

Contextualisation means customising training and assessment to a particular outdoor recreation business type or to a particular organisation. It does not mean modifying the unit outcomes. The full content of a unit must be assessed and all listed evidence must be collected. RTOs should not make adjustments that would result in training and assessment that falls short of training package requirements.

## 5.7 Foundation skills

Foundation skills which are embedded within outdoor recreation units include:

- language, literacy and numeracy (LLN), identified as reading, writing, oral communication and numeracy
- employment skills necessary for effective participation in the workforce, identified as learning, problem-solving, initiative and enterprise, teamwork, planning and organising, self-management and using technology.

Not every unit will contain every foundation skill, e.g. some only include reading, numeracy and problem solving.

Foundation skills are an integrated part of a unit of competency, must be assessed, and have been included in units in three ways:

1. Relevant skills essential to performance are explicit, or evident, in the Performance Criteria, written in a way that reflects both the job task and skill level.

For example, communication skills have been written explicitly in the Performance Criteria of *SISOFLD004 Provide first aid in remote locations* as follows:

|                      |     |   |
|----------------------|-----|---|
| Performance criteria | 3.6 | Communicate calmly with casualty using a style to match level of consciousness.   |
|                      | 4.2 | Relay accurate factual information about casualty's injury or illness and condition, including any casualty is able to provide. |
|                      | 4.3 | Communicate essential details of first aid provided, and follow instructions to adjust or use additional first aid              |

2. Skills essential to performance that are not explicit in the Performance Criteria are summarised in the Foundation Skills (FS) field together with a description reflecting the workplace skill.

For example, *SISOPLN001 Finalise operation of outdoor recreation activities* requires the individual to select activity equipment according to activity plans and known participant characteristics.

However, numeracy skills associated with this task are not explicit within the Performance Criteria and, therefore, have been summarised in the FS field as follows:

|                     |   |
|---------------------|---|
| Numeracy skills to: | <ul style="list-style-type: none"> <li>• calculate and load correct quantities of equipment and resources.</li> </ul> |
|---------------------|---|

3. In some cases, the FS is evident in the Performance Criteria (PC) but the level of skill is not explicit. The PC has been written so it retains its vocational focus and is not distracted by forcing an explicit level of FS. In these cases, the FS field provides a more detailed explanation to assist trainers and assessors to understand the level of skill. For example:

|                                      |  |
|--------------------------------------|--|
| Performance criteria:                | Determine, develop and provide information documents for client and program participants.  |
|                                      | Determine, develop and provide operational documents required by personnel delivering the recreational program.  |
| Supported by FS - Writing skills to: | <ul style="list-style-type: none"> <li>develop comprehensive recreational programs and operational documents using language easily understood by clients, participants and staff.</li> </ul> |

## 5.8 Access and equity considerations

Outdoor recreation training package products are designed to be accessible to all learners, to provide flexibility for implementation by RTOs and other users, and to allow for progression of skill development. This has been achieved in the following ways:

- Units meet a diversity of learner and employer needs. While many are activity and environment specific, others are written broadly enough to apply to different contexts. Training and assessment can be contextualised to a particular environment, outdoor activity or workplace. Training can be broader in nature, covering a diversity of activities, if delivered during a pre-employment course of training.
- Units and qualifications can be implemented during workplace activities, if the learner is employed, via simulation of delivery of outdoor activities to participants, via a recognition of prior learning process, or in combination.
- Qualifications provide for progression of skills from fundamental to complex, allow exit points and encourage multi-skilling of leaders but do not force this for those leaders who specialise. One qualification is suitable for delivery to secondary school students, allowing this cohort to commence a vocational training pathway.
- Prerequisites have been minimised to allow flexibility in sequencing training delivery and assessment.
- All outdoor recreation qualifications allow direct entry to avoid barriers to enrolment..
- Foundation skills, embedded in units, do not exceed those required to complete the workplace tasks described by the units of competency. The same applies to Knowledge Evidence.
- For equity in assessment, Performance Evidence statements describe the type and amount of evidence that all individuals must provide and all assessors must collect.
- Performance Evidence statements for activity leadership units require rigorous assessment of workplace skill but allow RTOs flexibility to choose methods. Information in Assessment Conditions assists by allowing a variety of methods for collecting evidence of the learner's management of such things as emergency situations, equipment faults and activity modifications.

Training organisations should not impose any restrictions that exceed the requirements specified in this training package and which impede a learner's access to training and assessment.

### 5.8.1 RTOs role in providing accessible and equitable training and assessment

The *Standards for Registered Training Organisations* include requirements for RTOs to:

- minimise barriers to access and participation in training and assessment that might result from a learner's age, gender, cultural or ethnic background, disability, sexuality, language, literacy or numeracy skill level, employment status, or geographical location
- respond to the individual needs of learners
- provide sufficient educational and support services for the individual learner to meet the requirements of the specified training package outcomes.

Approaches that can assist learners to participate in training and assessment, meet training package requirements and achieve meaningful outcomes include:

- providing modified equipment, assistive or adaptive technologies, or assistance to increase access for learners with special circumstances including those with disability
- customising instructions for training and assessment activities so that it is specific to what will happen for the individual
- providing language, literacy and numeracy (LLN) programs to increase ability to the level required by units of competency and the workplace
- scheduling assessment events or adjusting to account for cultural beliefs, traditional practices and religious observations
- customising training and assessment to the individual's current employment, or employment prospects, to include activities that directly relate to their work
- choosing units that can be readily achieved by learners in their location and that are relevant to local employment opportunities, or ensuring learners have access to other locations to encourage transferability of skills to other settings
- counselling learners pre and post enrolment to ensure they best select units appropriate for their location, desired employment outcomes, and abilities
- making reasonable adjustments to assessments.

### 5.8.2 Reasonable adjustment

Reasonable adjustment is any action taken by a training organisation that makes it possible for learners with special characteristics or circumstances to fully participate in training and assessment on the same basis as those without special circumstances.

An individual may be faced with a temporary or permanent issue that affects their ability to participate in the RTO's standardised training and assessment activities and methods. By making reasonable adjustments, RTOs can assist learners to participate and be certified as competent in Units, Skill Sets and Qualifications.

Special needs, characteristics or circumstances are diverse and may include:

- disability
- temporary or chronic illness
- temporary injury
- temporary or permanent use of medication that affects performance
- language and literacy skills that fall short of the demands of an RTO's standardised assessment methods.

#### **Disability considerations**

The *Disability Standards for Education (2005)* and accompanying guidelines provide information on an RTO's obligation to make reasonable adjustments for those with disability, how best to consult and determine reasonable adjustments that provide value to the learner, and information on "unjustifiable hardship" to the training organisation.

Current links to the standards and guidelines are provided in [section six](#) of this Implementation Guide so that RTOs, their trainers and assessors can fully consider all issues for a case by case determination.

#### **Language and literacy considerations**

Units include a requirement for individuals to have a certain level of skill in reading, and written and oral communication. These requirements reflect but do not exceed those required to complete the workplace tasks described by the units of competency.

Assessments must ensure that students demonstrate the appropriate level of language and literacy skill embedded in Performance Criteria or further outlined in the separate Foundation Skills field.

This means that careful consideration must be given to what is a reasonable adjustment for those learners with language and literacy issues.

Some examples of reasonable and unreasonable adjustments:

- Knowledge evidence can be assessed in a number of ways. For example, *SISOCH003 Lead challenge course sessions, high elements* requires the learner to know about the features of different types of challenge course high elements. It does not matter how the learner demonstrates that knowledge; it is only important that they satisfy the requirement. It would be reasonable to adjust from using standardised written exercises to oral questioning, should the learner have literacy issues.
- If writing is a requirement of the unit, the learner must be able to write but only to the level described. For example, *SISOCVE006 Lead caving activities* requires the learner to document any equipment faults and incidents including injuries and near misses. It would not be appropriate to adjust an assessment so that the learner verbally reports.

### 5.8.3 Adjusting practice, not the standard

The content of the unit cannot be changed as this describes a skill outcome. It is the method of training or assessment to achieve that outcome that can be adjusted. Adjustment practices must not:

- alter the skill and knowledge outcomes, e.g. by missing content of Performance Criteria, Foundation Skills and Knowledge Evidence
- change the types of evidence that are required to be collected (Performance Evidence)
- reduce the nominated volume of evidence prescribed in Performance Evidence, e.g. the number of outdoor activity sessions that must be completed, the range of techniques that must be used during sessions.

Key messages about reasonable adjustment:

- The integrity of the unit(s) must be upheld; the learner must be able to demonstrate the workplace demands described in the unit.
- The inherent requirements of workplace performance described by the unit must inform decisions about what adjustment is reasonable.
- All learners must be judged against the same standard. This does not mean that all learners must be assessed in the same way.

## 6.0 Links

### 6.1 General

**Australian Industry and Skills Committee (AISC)**

[aisc.net.au/](http://aisc.net.au/)

**Australian Skills Quality Authority (ASQA)**

[asqa.gov.au/](http://asqa.gov.au/)

**Australian Qualifications Framework**

[aqf.edu.au/](http://aqf.edu.au/)

**Victorian Registration and Qualifications Authority (VRQA)**

[vrqa.vic.gov.au/Pages/default.aspx](http://vrqa.vic.gov.au/Pages/default.aspx)

**Training Accreditation Council of Western Australia (TAC WA)**

[tac.wa.gov.au/](http://tac.wa.gov.au/)

**Department of Education and Training**

[www.education.gov.au/](http://www.education.gov.au/)

**Disability Standards for Education (2005)**

[education.gov.au/disability-standards-education-2005](http://education.gov.au/disability-standards-education-2005)

**Disability Standards for Education 2005 Guidance Notes**

[docs.education.gov.au/node/16352](http://docs.education.gov.au/node/16352)

### 6.2 State and Territory Training Authorities

|   |   |
|---|---|
| <b>Australian Capital Territory</b><br><a href="http://skills.act.gov.au/">skills.act.gov.au/</a> | <b>South Australia</b><br><a href="http://tasc.sa.gov.au/">tasc.sa.gov.au/</a>      |
| <b>New South Wales</b><br><a href="http://training.nsw.gov.au/">training.nsw.gov.au/</a>          | <b>Tasmania</b><br><a href="http://skills.tas.gov.au/">skills.tas.gov.au/</a>       |
| <b>Northern Territory</b><br><a href="http://nt.gov.au/learning">nt.gov.au/learning</a>           | <b>Victoria</b><br><a href="http://education.vic.gov.au/">education.vic.gov.au/</a> |
| <b>Queensland</b><br><a href="http://desbt.qld.gov.au/">desbt.qld.gov.au/</a>                     | <b>Western Australia</b><br><a href="http://stb.wa.gov.au/">stb.wa.gov.au/</a>      |

## 6.3 Equine Industry Resources

The following table provides a list of useful resources that RTOs can access to support the training and assessment of the Equine units of competency. This is not an exhaustive list.

| Organisation                      | Resource  | Website   |
|-----------------------------------|---|---|
| Agriculture Victoria              | <p>A range of resources including:</p> <p>Transportation and Care of Horses<br/> <a href="http://agriculture.vic.gov.au/agriculture/livestock/horses/transport-and-care-of-horses">http://agriculture.vic.gov.au/agriculture/livestock/horses/transport-and-care-of-horses</a></p> <p>Biosecurity for Horses<br/> <a href="http://agriculture.vic.gov.au/agriculture/livestock/horses/biosecurity-for-horses">http://agriculture.vic.gov.au/agriculture/livestock/horses/biosecurity-for-horses</a></p> <p><a href="#">Code of practice for the Welfare of Horses Competing at Bush Race Meetings (Revision 1)</a></p> <p><a href="#">Code of practice for the welfare of horses at horse hire establishments</a></p> | <p><a href="http://agriculture.vic.gov.au/agriculture/livestock/horses">http://agriculture.vic.gov.au/agriculture/livestock/horses</a></p>  |
| Animal Health Australia           | <p>A range of resources including:</p> <p>Australian Animal Welfare Standards and Guidelines</p>  | <p><a href="https://animalhealthaustralia.com.au/species/horses/">https://animalhealthaustralia.com.au/species/horses/</a></p> <p><a href="http://www.animalwelfarestandards.net.au/land-transport/">http://www.animalwelfarestandards.net.au/land-transport/</a></p> |
| Australian Horse Industry Council | <p>HorseSafe Resources</p> <p>A range of resources, including those for biosecurity, horse safety and welfare including:</p> <p>Procedures for the Delivery of Horse Industry Training, adapted from the TAFE NSW Procedures for Delivery of Equine Training</p> <p>Horse Safe Code of practice for the Horse Industry</p> <p>Australian Horse Welfare and Well-being Toolkit, a resource for horse organisations and event-based welfare officers</p>  | <p><a href="http://www.horsecouncil.org.au/">http://www.horsecouncil.org.au/</a></p> <p><a href="http://www.horsecouncil.org.au/horse-safe/resources/">http://www.horsecouncil.org.au/horse-safe/resources/</a></p>   |
| Horse Directory Australia         | <p>Links to guidelines for the welfare of horses</p>  | <p><a href="http://www.horsedirectory.com.au/horseresources/welfare_of_horses/index.php">http://www.horsedirectory.com.au/horseresources/welfare_of_horses/index.php</a></p>  |
| Horse Safety Australia            | <p>Information about safety, procedures, qualifications, courses, clinics</p>   | <p><a href="http://www.horsesafetyaustralia.com.au/">http://www.horsesafetyaustralia.com.au/</a></p>  |

| Organisation                                 | Resource  | Website   |
|--|---|---|
| Safe Work Australia                          | Guide to Managing Risks when New and Inexperienced Persons Interact with Horses                                       | <a href="https://www.safeworkaustralia.gov.au/doc/guide-managing-risks-when-new-and-inexperienced-persons-interact-horses">https://www.safeworkaustralia.gov.au/doc/guide-managing-risks-when-new-and-inexperienced-persons-interact-horses</a>   |
|  | Incident notification fact sheet.   | <a href="https://www.safeworkaustralia.gov.au/doc/incident-notification-fact-sheet">https://www.safeworkaustralia.gov.au/doc/incident-notification-fact-sheet</a>   |
|  | Identify, assess and control hazards - information  | <a href="https://www.safeworkaustralia.gov.au/risk">https://www.safeworkaustralia.gov.au/risk</a>   |
|  | Model Code of Practice: How to manage health and safety risks   | <a href="https://www.safeworkaustralia.gov.au/doc/model-code-practice-how-manage-work-health-and-safety-risks">https://www.safeworkaustralia.gov.au/doc/model-code-practice-how-manage-work-health-and-safety-risks</a>   |
| SafeWork NSW                                 | Key information on managing hazards and risk and codes of practice  | <a href="https://www.safework.nsw.gov.au/adv-ice-and-resources">https://www.safework.nsw.gov.au/adv-ice-and-resources</a><br><a href="https://www.safework.nsw.gov.au/haz-ards-a-z/horse-related-injuries">https://www.safework.nsw.gov.au/haz-ards-a-z/horse-related-injuries</a>  |
|  | Code of Practice: Managing risks when new or inexperienced riders or handler interact with horses in the workplace    | <a href="https://www.safework.nsw.gov.au/_d-ata/assets/pdf_file/0005/79160/SW08262-Code-of-Practice-Managing-risks-when-new-or-inexperienced-riders-or-handlers-interact-with-horses-in-the-workplace.pdf">https://www.safework.nsw.gov.au/_d-ata/assets/pdf_file/0005/79160/SW08262-Code-of-Practice-Managing-risks-when-new-or-inexperienced-riders-or-handlers-interact-with-horses-in-the-workplace.pdf</a> |
|  | Other Codes of practice including those for first aid, WHS consultation, managing the work environment and facilities | <a href="https://www.safework.nsw.gov.au/res-ource-library/list-of-all-codes-of-practice">https://www.safework.nsw.gov.au/res-ource-library/list-of-all-codes-of-practice</a>   |
| Work Safe Queensland                         | Code of practice: Horse riding schools, trail riding establishments and horse riding establishments                   | <a href="https://www.worksafe.qld.gov.au/_d-ata/assets/pdf_file/0009/58167/horse-riding-cop-2002.pdf">https://www.worksafe.qld.gov.au/_d-ata/assets/pdf_file/0009/58167/horse-riding-cop-2002.pdf</a>   |
| Queensland Government – Business Queensland  | Land transport of livestock code (compulsory), Queensland   | <a href="https://www.business.qld.gov.au/indu-stries/farms-fishing-forestry/agriculture/livestock/livestock-movement/animal-transport-welfare/land-transport-code">https://www.business.qld.gov.au/indu-stries/farms-fishing-forestry/agriculture/livestock/livestock-movement/animal-transport-welfare/land-transport-code</a>   |
| Western Australia, Department of Agriculture | Code of practice for the transportation of horses in Western Australia  | <a href="https://www.agric.wa.gov.au/sites/gat-eway/files/Code%20of%20Practice%20for%20the%20Transportation%20of%20Horses%20in%20Western%20A-ustralia_0.pdf">https://www.agric.wa.gov.au/sites/gat-eway/files/Code%20of%20Practice%20for%20the%20Transportation%20of%20Horses%20in%20Western%20A-ustralia_0.pdf</a>   |

## Appendix A: List of outdoor recreation units and prerequisites

| Unit Code                             | Unit Name  | Prerequisites |
|---------------------------------------|--|---------------|
| <b>Adventure-based Learning (ABL)</b> |  |               |
| SISOABL001                            | Lead adventure-based learning activities                           | Nil           |
| SISOABL002                            | Facilitate adventure-based learning activities                     | Nil           |
| SISOABL003                            | Design adventure-based learning programs                           | Nil           |
| <b>Abseiling (ABS)</b>                |  |               |
| SISOABS001                            | Abseil single pitches using fundamental skills                     | Nil           |
| SISOABS002                            | Abseil single pitches, artificial surfaces                         | Nil           |
| SISOABS003                            | Abseil single pitches, natural surfaces                            | Nil           |
| SISOABS004                            | Abseil multi pitches, natural surfaces                             | Nil           |
| SISOABS005                            | Establish ropes for single pitch abseiling on artificial surfaces  | Nil           |
| SISOABS006                            | Establish ropes for single pitch abseiling on natural surfaces     | Nil           |
| SISOABS007                            | Establish ropes for multi pitch abseiling on natural surfaces      | Nil           |
| SISOABS008                            | Lead single pitch abseiling activities on artificial surfaces      | Nil           |
| SISOABS009                            | Lead single pitch abseiling activities on natural surfaces         | Nil           |
| SISOABS010                            | Lead multi pitch abseiling activities on natural surfaces          | Nil           |
| <b>Archery (ARC)</b>                  |  |               |
| SISOARC001                            | Lead archery sessions  | Nil           |
| <b>Bushwalking (BWG)</b>              |  |               |
| SISOBWG001                            | Bushwalk in tracked environments                                   | Nil           |
| SISOBWG002                            | Bushwalk in difficult tracked environments                         | Nil           |
| SISOBWG003                            | Bushwalk in extremely difficult tracked and untracked environments | Nil           |

| <b>Unit Code</b>              | <b>Unit Name</b>   | <b>Prerequisites</b>                                     |
|-------------------------------|--|--|
| SISOBWG004                    | Cross rivers during bushwalks  | Nil  |
| SISOBWG005                    | Lead bushwalks in tracked environments                                     | Nil  |
| SISOBWG006                    | Lead bushwalks in difficult tracked environments                           | Nil  |
| SISOBWG007                    | Lead bushwalks in extremely difficult tracked and untracked environments   | Nil  |
| <b>Canyoning (CAY)</b>        |  |  |
| SISOCAY001                    | Traverse canyons   | Nil  |
| SISOCAY002                    | Abseil in easy to intermediate canyons                                     | Nil  |
| SISOCAY003                    | Abseil in intermediate to advanced canyons                                 | Nil  |
| SISOCAY004                    | Establish ropes and belays for abseils in easy to intermediate canyons     | Nil  |
| SISOCAY005                    | Establish ropes and belays for abseils in intermediate to advanced canyons | Nil  |
| SISOCAY006                    | Lead canyoning activities, easy to intermediate canyons                    | Nil  |
| SISOCAY007                    | Lead canyoning activities, intermediate to advanced canyons                | Nil  |
| <b>Challenge Course (CHC)</b> |  |  |
| SISOCHC001                    | Lead challenge course sessions, low elements                               | Nil  |
| SISOCHC002                    | Set up and supervise challenge course sessions, low elements               | SISOCHC001 Lead challenge course sessions, low elements  |
| SISOCHC003                    | Lead challenge course sessions, high elements                              | Nil  |
| SISOCHC004                    | Set up and supervise challenge course sessions, high elements              | SISOCHC003 Lead challenge course sessions, high elements |
| SISOCHC005                    | Manage challenge course  | Nil  |
| <b>Climbing (CLM)</b>         |  |  |
| SISOCLM001                    | Top rope climb single pitches, artificial surfaces                         | Nil  |
| SISOCLM002                    | Top rope climb single pitches, natural surfaces                            | Nil  |
| SISOCLM003                    | Lead climb single pitches, natural surfaces                                | Nil  |

| Unit Code             | Unit Name   | Prerequisites |
|-----------------------|---|---------------|
| SISOCLM004            | Lead climb multi pitches, natural surfaces                                      | Nil           |
| SISOCLM005            | Establish belays for single pitch climbing on artificial surfaces               | Nil           |
| SISOCLM006            | Establish belays for single pitch climbing on natural surfaces                  | Nil           |
| SISOCLM007            | Establish belays for multi pitch climbing on natural surfaces                   | Nil           |
| SISOCLM008            | Lead single pitch climbing activities on artificial surfaces, top rope climbing | Nil           |
| SISOCLM009            | Lead single pitch climbing activities on natural surfaces, top rope climbing    | Nil           |
| SISOCLM010            | Lead single pitch climbing activities on natural surfaces, lead climbing        | Nil           |
| SISOCLM011            | Lead multi pitch climbing activities on natural surfaces, lead climbing         | Nil           |
| <b>Canoeing (CNE)</b> |   |               |
| SISOCNE001            | Paddle a craft using fundamental skills   | Nil           |
| SISOCNE002            | Paddle a canoe on inland flatwater  | Nil           |
| SISOCNE003            | Paddle a canoe on moving water up to grade 1 rivers                             | Nil           |
| SISOCNE004            | Paddle a canoe on grade 2 rivers  | Nil           |
| SISOCNE005            | Lead canoeing activities on inland flatwater                                    | Nil           |
| SISOCNE006            | Lead canoeing activities on moving water up to grade 1 rivers                   | Nil           |
| SISOCNE007            | Lead canoeing activities on grade 2 rivers                                      | Nil           |
| <b>Caving (CVE)</b>   |   |               |
| SISOCVE001            | Traverse caves  | Nil           |
| SISOCVE002            | Descend and ascend ladders in caves   | Nil           |
| SISOCVE003            | Abseil single pitches in caves  | Nil           |
| SISOCVE004            | Descend and ascend single ropes in caves  | Nil           |
| SISOCVE005            | Establish ropes, ladders and belays for caving                                  | Nil           |

| Unit Code                       | Unit Name  | Prerequisites   |
|---------------------------------|--|---|
| SISOCVE006                      | Lead caving activities   | Nil   |
| <b>Cycle Touring (CYT)</b>      |  |   |
| SISOCYT001                      | Set up, maintain and repair bicycles                                       | Nil   |
| SISOCYT002                      | Ride bicycles on roads and pathways, easy conditions                       | Nil   |
| SISOCYT003                      | Ride bicycles on roads, up to moderate terrain and heavy traffic           | Nil   |
| SISOCYT004                      | Ride off road bicycles on easy trails                                      | Nil   |
| SISOCYT005                      | Ride off road bicycles on intermediate trails                              | Nil   |
| SISOCYT006                      | Lead cycling activities on roads and pathways, easy conditions             | Nil   |
| SISOCYT007                      | Lead cycling activities on roads, up to moderate terrain and heavy traffic | Nil   |
| SISOCYT008                      | Lead off road cycling activities on easy trails                            | Nil   |
| SISOCYT009                      | Lead off road cycling activities on intermediate trails                    | Nil   |
| <b>Four Wheel Driving (DRV)</b> |  |   |
| SISODRV001                      | Drive AWD/4WD vehicles on unsealed roads                                   | Nil   |
| SISODRV002                      | Lead four wheel driving activities   | Nil   |
| <b>Equine (EQU)</b>             |  |   |
| SISOEQU001                      | Handle horses  | Nil   |
| SISOEQU002                      | Ride horses using fundamental skills                                       | SISOEQU001 Handle horses  |
| SISOEQU003                      | Ride horses on tracked trail rides   | SISOEQU001 Handle horses<br>SISOEQU002 Ride horses using fundamental skills |
| SISOEQU004                      | Ride horses on untracked trail rides                                       | SISOEQU001 Handle horses<br>SISOEQU002 Ride horses using fundamental skills |

| Unit Code  | Unit Name  | Prerequisites  |
|------------|--|--|
| SISOEQU005 | Guide horse trail rides in tracked areas   | SISOEQU001 Handle horses<br>SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities                            |
| SISOEQU006 | Guide horse trail rides in untracked areas   | SISOEQU001 Handle horses<br>SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities                            |
| SISOEQU007 | Instruct horse handling skills   | SISOEQU001 Handle horses<br>SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities                            |
| SISOEQU008 | Instruct fundamental horse riding skills   | SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities  |
| SISOEQU009 | Instruct the advancement of recreational horse riding skills                               | SISOEQU008 Instruct fundamental horse riding skills<br>SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities |
| SISOEQU010 | Identify hazards, assess and control safety risks for horse handling and riding activities | Nil  |
| SISOEQU011 | Manage horse illness and injury in remote areas  | RGRPSH308 Provide first aid and emergency care for horses or other equines   |
| SISOEQU012 | Assess horses for sport or recreational performance  | SISOEQU001 Handle horses<br>SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities                            |

| Unit Code                     | Unit Name   | Prerequisites   |
|-------------------------------|---|---|
| SISOEQU013                    | Condition horses for sport or recreational performance              | SISOEQU001 Handle horses<br>SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities |
| SISOEQU014                    | Determine nutritional requirements for sport or recreational horses | Nil   |
| SISOEQU015                    | Acquire and educate horses for sport or recreational programs       | SISOEQU001 Handle horses<br>SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities |
| <b>Field Operations (FLD)</b> |   |   |
| SISOFLD001                    | Assist in conducting recreation sessions                            | Nil   |
| SISOFLD002                    | Minimise environmental impact                                       | Nil   |
| SISOFLD003                    | Select, set up and operate a temporary or overnight site            | Nil   |
| SISOFLD004                    | Provide first aid in remote locations                               | HLTAID003 Provide first aid   |
| SISOFLD005                    | Navigate waterway courses   | Nil   |
| SISOFLD006                    | Navigate in tracked environments                                    | Nil   |
| SISOFLD007                    | Navigate in difficult tracked environments                          | Nil   |
| SISOFLD008                    | Navigate in extremely difficult tracked and untracked environments  | Nil   |
| <b>Fishing (FSH)</b>          |   |   |
| SISOFSH001                    | Locate, attract and catch fish                                      | Nil   |
| SISOFSH002                    | Select and catch bait   | Nil   |
| SISOFSH003                    | Select and rig tackle outfits                                       | Nil   |
| SISOFSH004                    | Lead fishing activities   | Nil   |
| <b>Kayaking (KYK)</b>         |   |   |
| SISOKYK001                    | Paddle a kayak on inland flatwater                                  | Nil   |

| Unit Code                                | Unit Name  | Prerequisites |
|--|--|---------------|
| SISOKYK002                               | Paddle a kayak on moving water up to grade 1 rivers                              | Nil           |
| SISOKYK003                               | Paddle a kayak on grade 2 rivers   | Nil           |
| SISOKYK004                               | Paddle a kayak on grade 3 rivers   | Nil           |
| SISOKYK005                               | Lead kayaking activities on inland flatwater                                     | Nil           |
| SISOKYK006                               | Lead kayaking activities on moving water up to grade 1 rivers                    | Nil           |
| SISOKYK007                               | Lead kayaking activities on grade 2 rivers                                       | Nil           |
| SISOKYK008                               | Lead kayaking activities on grade 3 rivers                                       | Nil           |
| <b>Sea Kayaking (KYS)</b>                |  |               |
| SISOKYS001                               | Paddle a sea kayak in enclosed waters  | Nil           |
| SISOKYS002                               | Paddle a sea kayak in sheltered coastal waters                                   | Nil           |
| SISOKYS003                               | Paddle a sea kayak in exposed coastal waters                                     | Nil           |
| SISOKYS004                               | Lead sea kayaking activities in enclosed waters                                  | Nil           |
| SISOKYS005                               | Lead sea kayaking activities in sheltered coastal waters                         | Nil           |
| SISOKYS006                               | Lead sea kayaking activities in exposed coastal waters                           | Nil           |
| <b>Outdoor Recreation Planning (PLN)</b> |  |               |
| SISOPLN001                               | Finalise operation of outdoor recreation activities                              | Nil           |
| SISOPLN002                               | Plan activity sessions   | Nil           |
| SISOPLN003                               | Develop outdoor recreation programs  | Nil           |
| SISOPLN004                               | Identify hazards, assess and control risks for outdoor recreation activities     | Nil           |
| SISOPLN005                               | Interpret weather and environmental conditions for outdoor recreation activities | Nil           |
| SISOPLN006                               | Plan for minimal environmental impact  | Nil           |
| SISOPLN007                               | Manage risk for outdoor programs   | Nil           |
| <b>Personal Water Craft (PWC)</b>        |  |               |

| Unit Code                        | Unit Name  | Prerequisites                         |
|----------------------------------|--|---------------------------------------|
| SISOPWC001                       | Ride personal watercraft in smooth water conditions                              | Nil                                   |
| SISOPWC002                       | Ride personal watercraft in slight water conditions                              | Nil                                   |
| SISOPWC003                       | Lead personal water craft activities in smooth water conditions                  | Nil                                   |
| SISOPWC004                       | Lead personal water craft activities in slight water conditions                  | Nil                                   |
| <b>Rafting (RAF)</b>             |  |                                       |
| SISORAF001                       | Guide a raft on grade 2 rivers   | Nil                                   |
| SISORAF002                       | Guide a raft on grade 3 rivers   | Nil                                   |
| SISORAF003                       | Guide a raft on grade 4 rivers   | Nil                                   |
| SISORAF004                       | Lead rafting activities on grade 2 rivers  | Nil                                   |
| SISORAF005                       | Lead rafting activities on grade 3 rivers  | Nil                                   |
| SISORAF006                       | Lead rafting activities on grade 4 rivers  | Nil                                   |
| <b>Rescue Operations (RSC)</b>   |  |                                       |
| SISORSC001                       | Conduct search and rescue  | Nil                                   |
| SISORSC002                       | Perform vertical rescues   | Nil                                   |
| SISORSC003                       | Perform complex vertical rescues   | Nil                                   |
| SISORSC004                       | Self rescue in white water   | Nil                                   |
| SISORSC005                       | Rescue others in white water   | SISORSC004 Self rescue in white water |
| SISORSC006                       | Lead and participate in complex white water rescues                              | SISORSC004 Self rescue in white water |
| SISORSC007                       | Perform basic surf rescues   | Nil                                   |
| <b>Sailing Small Boats (SAI)</b> |  |                                       |
| SISOSAI001                       | Sail small boats in smooth water and light to moderate wind conditions.          | Nil                                   |
| SISOSAI002                       | Sail small boats in partially smooth water and moderate to fresh wind conditions | Nil                                   |

| Unit Code                 | Unit Name   | Prerequisites   |
|---------------------------|---|---|
| SISOSAI003                | Sail small boats in open coastal waters and moderate wind conditions                    | Nil   |
| SISOSAI004                | Lead sailing activities in smooth water and light to moderate wind conditions.          | Nil   |
| SISOSAI005                | Lead sailing activities in partially smooth water and moderate to fresh wind conditions | Nil   |
| SISOSAI006                | Lead sailing activities in open coastal waters and moderate wind conditions             | Nil   |
| <b>SCUBA Diving (SCB)</b> |   |   |
| SISOSCB001                | SCUBA dive in open water to a maximum depth of 18 metres                                | Nil   |
| SISOSCB002                | SCUBA dive from boats   | SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres |
| SISOSCB003                | SCUBA dive at night   | SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres |
| SISOSCB004                | Navigate prescribed routes underwater   | Nil   |
| SISOSCB005                | Complete underwater search and recovery dives   | SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres |
| SISOSCB006                | Perform diver rescues   | SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres |
| SISOSCB007                | Inspect and fill SCUBA cylinders  | Nil   |
| SISOSCB008                | SCUBA dive using Enriched Air Nitrox  | SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres |
| SISOSCB009                | SCUBA dive to depths between 18 and 40 metres   | SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres |
| SISOSCB010                | Lead SCUBA diving activities  | Nil   |
| SISOSCB011                | Lead specialised SCUBA diving activities  | Nil   |

| Unit Code                             | Unit Name  | Prerequisites |
|---------------------------------------|--|---------------|
| <b>Ski Touring (SKT)</b>              |  |               |
| SISOSKT001                            | Ski on easy cross country terrain                                    | Nil           |
| SISOSKT002                            | Ski on intermediate cross country terrain                            | Nil           |
| SISOSKT003                            | Use snow craft skills for alpine touring                             | Nil           |
| SISOSKT004                            | Lead skiing activities on easy cross country terrain                 | Nil           |
| SISOSKT005                            | Lead skiing activities on intermediate cross country terrain         | Nil           |
| <b>Snorkelling (SNK)</b>              |  |               |
| SISOSNK001                            | Snorkel  | Nil           |
| SISOSNK002                            | Lead snorkelling activities  | Nil           |
| <b>Surfing (SRF)</b>                  |  |               |
| SISOSRF001                            | Surf small waves using basic manoeuvres                              | Nil           |
| SISOSRF002                            | Surf waves using intermediate manoeuvres                             | Nil           |
| SISOSRF003                            | Surf waves using advanced manoeuvres                                 | Nil           |
| SISOSRF004                            | Lead surfing activities, small waves and basic manoeuvres            | Nil           |
| SISOSRF005                            | Lead surfing activities, intermediate manoeuvres                     | Nil           |
| SISOSRF006                            | Lead surfing activities, advanced manoeuvres                         | Nil           |
| <b>Stand up Paddle Boarding (SUP)</b> |  |               |
| SISOSUP001                            | Paddle a stand up board on inland flatwater                          | Nil           |
| SISOSUP002                            | Paddle a stand up board in small waves                               | Nil           |
| SISOSUP003                            | Paddle a stand up board in sheltered coastal waters                  | Nil           |
| SISOSUP004                            | Lead stand up paddle boarding activities on inland flatwater         | Nil           |
| SISOSUP005                            | Lead stand up paddle boarding activities on small waves              | Nil           |
| SISOSUP006                            | Lead stand up paddle boarding activities in sheltered coastal waters | Nil           |

| Unit Code                | Unit Name   | Prerequisites |
|--------------------------|---|---------------|
| <b>Windsurfing (WIN)</b> |   |               |
| SISOWIN001               | Windsurf in smooth water and light wind conditions                    | Nil           |
| SISOWIN002               | Lead windsurfing activities in smooth water and light wind conditions | Nil           |

## Appendix B: List of imported units and prerequisites

Codes, titles and prerequisite requirements for imported units of competency are applicable and current at time of publication of SIS Sport, Fitness and Recreation Training Package.

The parent training package is identified before each group of imported Units of Competency.

| Unit Code  | Unit Name  | Prerequisites |
|--|--|---------------|
| <b>ACM Animal Care and Management Training Package</b> |  |               |
| ACMHBR310  | Prevent and treat equine injury and disease                                  | Nil           |
| ACMPHR407  | Implement an equine facility maintenance, improvement and management program | Nil           |
| <b>BSB Business Services Training Package</b>          |  |               |
| BSBCRT301  | Develop and extend critical and creative thinking skills                     | Nil           |
| BSBHRM501  | Manage human resource services   | Nil           |
| BSBLDR403  | Lead team effectiveness  | Nil           |
| BSBLDR511  | Develop and use emotional intelligence                                       | Nil           |
| BSBMGT622  | Manage resources   | Nil           |
| BSBMKG507  | Interpret market trends and developments                                     | Nil           |
| BSBWOR301  | Organise personal work priorities and development                            | Nil           |
| BSBWOR404  | Develop work priorities  | Nil           |
| BSBWOR501  | Manage personal work priorities and professional development                 | Nil           |
| BSBWOR502  | Lead and manage team effectiveness   | Nil           |
| <b>CHC Community Services</b>                          |  |               |
| CHCCCS009  | Facilitate responsible behaviour   | Nil           |

| Unit Code   | Unit Name  | Prerequisites |
|---|--|---------------|
| CHCCCS014   | Provide brief interventions  | Nil           |
| CHCCCS019   | Recognise and respond to crisis situations   | Nil           |
| CHCCDE002   | Develop and implement community programs   | Nil           |
| CHCGRP002   | Plan and conduct group activities  | Nil           |
| CHCPRT002   | Support the rights and safety of children and young people                         | Nil           |
| CHCVOL004   | Manage volunteer workforce development   | Nil           |
| CHCYTH001   | Engage respectfully with young people  | Nil           |
| CHCYTH004   | Respond to critical situations   | Nil           |
| CHCYTH005   | Develop and implement procedures to enable young people to address their needs     | Nil           |
| <b><i>FNS Financial Services Training Package</i></b>       |  |               |
| FNSORG501   | Develop and manage a budget  | Nil           |
| <b><i>FWP Forest and Wood Products Training Package</i></b> |  |               |
| FWPCOT3260  | Recover four wheel drive vehicles  | Nil           |
| FWPFGM3214  | Operate a four wheel drive in a towing situation                                   | Nil           |
| <b><i>HLT Health</i></b>                                    |  |               |
| HLTAID003   | Provide first aid  | Nil           |
| HLTWHS001   | Participate in workplace health and safety   | Nil           |
| HLTWHS003   | Maintain work health and safety  | Nil           |
| HLTWHS004   | Manage work health and safety  | Nil           |
| <b><i>ICT Information and Communications Technology</i></b> |  |               |
| ICTICT203   | Operate application software packages  | Nil           |
| <b><i>MAR Maritime Training Package</i></b>                 |  |               |
| MARO003   | Transmit and receive information by the global maritime distress and safety system | Nil           |
| <b><i>MEM Metal and Engineering</i></b>                     |  |               |
| MEM50008  | Carry out trip preparation and planning  | Nil           |
| MEM50009  | Safely operate a mechanically powered recreational boat                            | Nil           |

| Unit Code  | Unit Name  | Prerequisites |
|--|--|---------------|
| MEM50010   | Respond to boating emergencies and incidents                                   | Nil           |
| <b><i>MSS Sustainability</i></b>                                   |  |               |
| MSS024023  | Navigate in urban, regional and remote areas                                   | Nil           |
| <b><i>PUA Public Safety Training Package</i></b>                   |  |               |
| PUAOPE013  | Operate communications systems and equipment                                   | Nil           |
| <b><i>RGR Racing and Breeding Training Package</i></b>             |  |               |
| RGRPSH308  | Provide first aid and emergency care for horses or other equines               | Nil           |
| <b><i>SIT Tourism, Travel and Hospitality Training Package</i></b> |  |               |
| SITTGDE002   | Work as a guide  | Nil           |
| SITTGDE004   | Lead tour groups   | Nil           |
| SITTGDE005   | Prepare and present tour commentaries or activities                            | Nil           |
| SITTGDE006   | Develop and maintain the general and regional knowledge required by guides     | Nil           |
| SITTGDE007   | Research and share general information on Australian Indigenous cultures       | Nil           |
| SITTGDE008   | Prepare specialised interpretive content on flora, fauna and landscape         | Nil           |
| SITTGDE009   | Prepare specialised interpretive content on marine environments                | Nil           |
| SITTGDE010   | Prepare specialised interpretive content on cultural and heritage environments | Nil           |
| SITTGDE011   | Coordinate and operate tours   | Nil           |
| SITTGDE012   | Manage extended touring programs   | Nil           |
| SITTPPD002   | Develop interpretive activities  | Nil           |
| SITTPPD008   | Develop tourism products   | Nil           |
| SITTPPD009   | Develop environmentally sustainable tourism operations                         | Nil           |
| SITTPPD010   | Develop culturally appropriate tourism operations                              | Nil           |

| Unit Code  | Unit Name                                   | Prerequisites                                     |
|--|---|---|
| SITTTOP002   | Provide outdoor catering                    | SITXFSA001 Use hygienic practices for food safety |
| SITXCOM002   | Show social and cultural sensitivity        | Nil   |
| SITXFSA001   | Use hygienic practices for food safety      | Nil   |
| SITXFSA002   | Participate in safe food handling practices | Nil   |
| <b><i>TAE Training and Education Training Package</i></b>  |   |   |
| TAEASS401  | Plan assessment activities and processes    | Nil   |
| TAEASS402  | Assess competence                           | Nil   |
| TAEASS403  | Participate in assessment validation        | Nil   |
| TAEASS502  | Design and develop assessment tools         | Nil   |
| TAEDEL301  | Provide work skill instruction              | Nil   |
| TAEDEL404  | Mentor in the workplace                     | Nil   |
| <b><i>TLI Transport and Logistics Training Package</i></b> |   |   |
| TLIB0002   | Carry out vehicle inspection                | Nil   |
| TLIB2003   | Carry out vehicle servicing and maintenance | Nil   |
| TLIB2008   | Carry out inspection of trailers            | Nil   |
| TLIB2119   | Carry out maintenance of trailers           | Nil   |
| TLIC2025   | Operate four wheel drive vehicle            | Nil   |
| TLIH3002   | Plan and navigate routes                    | Nil   |

## Appendix C: Mapping of qualifications

### Determination of equivalence

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

- units have been added to the core, providing additional skill and knowledge outcomes
- units have been removed from the core, reducing skill and knowledge outcomes
- a significant number of additional elective units are required
- entry requirements are altered creating significant differences to the structure of the qualification.

| Previous Qualification<br>SIS10 V3.1           | Replacement Qualification<br>SIS V4.0          | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent   |
|--|--|---|
| SIS20213 Certificate II in Outdoor Recreation  | SIS20419 Certificate II in Outdoor Recreation  | <p>N</p> <p>Core industry knowledge unit has changed to SISXIND002 Maintain sport, fitness and recreation industry knowledge.</p> <p>First aid unit moved from core to electives.</p> <p>SCUBA diving units now included as electives.</p> <p>Reduced numbers are required to achieve the qualification (from 15 to 11 units). This reflects consolidation of many units within the Training Package.</p> <p>Packaging rules provide more flexibility.</p>  |
| SIS30413 Certificate III in Outdoor Recreation | SIS30619 Certificate III in Outdoor Leadership | <p>N</p> <p>Title changed</p> <p>Some units moved from core to electives as they are not essential skills for all leaders.</p> <p>First aid unit moved from core to electives.</p> <p>Some activity groups removed as these were too complex for leaders working at this level. Certificate IV then introduces the availability of those complex technical skills, e.g. canyoning, paddling on higher grade rivers, specialty SCUBA diving.</p> <p>Reduced numbers are required to achieve the qualification (from 24 to 22 units). Elective groups simplified. This reflects consolidation of many units within the Training Package.</p> <p>Packaging rules provide more flexibility.</p> |

| Previous Qualification<br>SIS10 V3.1          | Replacement Qualification<br>SIS V4.0         | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent   |
|---|---|---|
| SIS40313 Certificate IV in Outdoor Recreation | SIS40619 Certificate IV in Outdoor Leadership | <p>N</p> <p>Title changed</p> <p>Some units moved from core to electives as they are not essential skills for all leaders. Some units within core and elective groups removed as they were too complex for this level.</p> <p>First aid unit moved from core to electives.</p> <p>Some basic activity groups removed as these are not relevant to leaders, with specialist technical skills, working at this level, e.g. snorkelling, bushwalking on easy grade tracks.</p> <p>Reduced numbers are required to achieve the qualification (from 31 to 27 units). Elective groups simplified. This reflects consolidation of many units within the Training Package.</p> <p>Packaging rules provide more flexibility.</p> |
| SIS50310 Diploma of Outdoor Recreation        | SIS50419 Diploma of Outdoor Leadership        | <p>N</p> <p>Title changed</p> <p>Some units moved from core to electives as they are not essential skills for all senior operational roles. Some units within core and elective groups removed as they were irrelevant to job roles.</p> <p>Reduced numbers are required to achieve the qualification (from 33 to 28 units). Elective groups simplified. This reflects consolidation of many units within the Training Package.</p> <p>Packaging rules provide more flexibility.</p>  |

## Appendix D: Mapping of units

In all cases changes have been made to units of competency to meet the requirements of the *Standards for Training Packages (2012)*.

For an explanation of how content has been housed in the *Standards for Training Packages* format, refer to: [Appendix E: Unit of Competency and Assessment Requirements Explained](#).

### Determination of equivalence

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

- elements and performance criteria are the same, but are re-ordered and or expressed differently for clarity
- knowledge requirements are the same, but are expressed differently for clarity.

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

- elements and or performance criteria have been added or removed
- knowledge requirements have been added or removed.

Because of significant changes to all units, each is mapped as not equivalent.

| Previous Unit Code and Title   | Replacement Unit Code and Title                           | Comment in relation to previous version  |
|--|---|--|
| SIS10 V3.1   | SIS V4.0  | E = Equivalent<br>N = Not Equivalent   |
| <b>Outdoor Recreation</b>  |   |  |
| <b>Abseiling (artificial)</b>  |   |  |
| SISOABA201A<br>Demonstrate abseiling skills on artificial surfaces     | SISOABS001 Abseil single pitches using fundamental skills | N<br>Two units merged:<br>SISOABA201A Demonstrate abseiling skills on artificial surfaces<br>SISOABN201A Demonstrate abseiling skills on natural surfaces<br>Unit recategorised to Abseiling and covers fundamental skills for both artificial and natural surfaces.<br>Belaying of others added.<br>Significant changes to performance criteria and knowledge evidence. |
| SISOABN201A<br>Demonstrate abseiling skills on natural surfaces        |   |  |
| SISOABA302A Apply single pitch abseiling skills on artificial surfaces | SISOABS002 Abseil single pitches, artificial surfaces     | N<br>Title changed.<br>Unit recategorised to Abseiling.<br>Unit now focuses on activity skills rather than planning; planning removed.   |

| Previous Unit Code and Title<br>SIS10 V3.1                                    | Replacement Unit Code and Title<br>SIS V4.0                                  | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|---|--|--|
|   |  | <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Unit now includes self-belaying.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOABA303A Establish ropes for abseiling on artificial surfaces              | SISOABS005 Establish ropes for single pitch abseiling on artificial surfaces | <p>N</p> <p>Title changed to incorporate single pitch.</p> <p>Unit recategorised to Abseiling.</p> <p>Significant additions to knowledge evidence.</p>   |
| SISOABA304A Guide abseiling on single pitch artificial surfaces               | SISOABS008 Lead single pitch abseiling activities on artificial surfaces     | <p>N</p> <p>Title changed.</p> <p>Two units merged:</p> <p>SISOABA304A Guide abseiling on single pitch artificial surfaces</p> <p>SISOABA406A Instruct abseiling on single pitch artificial surfaces</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOABA406A Instruct abseiling on single pitch artificial surfaces            |  |  |
| SISOABA407A Instruct abseiling on multi pitch artificial surfaces             | Deleted  |  |
| SISOABA405A Establish ropes for multi pitch abseiling on artificial surfaces  | Deleted  |  |
| <b>Adventure-based learning</b>   |  |  |
| SISOABL301A Assist in the facilitation of adventure-based learning activities | SISOABL001 Lead adventure-based learning activities                          | <p>N</p> <p>Title changed.</p> <p>Unit refocussed to better describe skills for assistant facilitators under</p>   |

| Previous Unit Code and Title<br>SIS10 V3.1                          | Replacement Unit Code and Title<br>SIS V4.0               | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|---|---|--|
|   |   | the supervision and guidance of adventure-based learning facilitators.<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOABL402A Facilitate adventure-based learning activities          | SISOABL002 Facilitate adventure-based learning activities | N<br>Unit focuses on facilitation skills at time of delivery; planning removed.<br>Planning covered in SISOABL003 Design adventure-based learning programs.<br>Significant changes to performance criteria and knowledge evidence.   |
| SISOABL503A Design and facilitate adventure-based learning programs | SISOABL003 Design adventure-based learning programs       | N<br>Title changed.<br>Unit refocused to only cover the planning of programs, not facilitation.<br>Facilitation covered in SISOABL002 Facilitate adventure-based learning activities.<br>Significant changes to performance criteria and knowledge evidence.   |
| <b>Abseiling (natural)</b>  |   |  |
| SISOABN201A Demonstrate abseiling skills on natural surfaces        | SISOABS001 Abseil single pitches using fundamental skills | N<br>Two units merged:<br>SISOABN201A Demonstrate abseiling skills on natural surfaces<br>SISOABA201A Demonstrate abseiling skills on artificial surfaces<br>Unit recategorised to Abseiling and covers fundamental skills for both artificial and natural surfaces.<br>Belaying of others added.<br>Significant changes to performance criteria and knowledge evidence. |
| SISOABA201A Demonstrate abseiling skills on artificial surfaces     |   |  |
| SISOABN202A Safeguard an abseiler using a single rope belay system  | Deleted   | Content for belaying others covered in SISOABS001 - 004.   |
| SISOABN303A Apply single pitch abseiling skills on natural surfaces | SISOABS003 Abseil single pitches, natural surfaces        | N<br>Title changed   |

| Previous Unit Code and Title<br>SIS10 V3.1                                 | Replacement Unit Code and Title<br>SIS V4.0                               | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent   |
|--|---|---|
|  |   | Unit recategorised to Abseiling.<br>Significant changes to performance criteria and knowledge evidence.   |
| SISOABN304A Establish ropes for single pitch abseiling on natural surfaces | SISOABS006 Establish ropes for single pitch abseiling on natural surfaces | N<br>Unit recategorised to Abseiling.<br>Significant additions to knowledge evidence.   |
| SISOABN305A Guide abseiling on single pitch natural surfaces               | SISOABS009 Lead single pitch abseiling activities on natural surfaces     | N<br>Title changed.<br>Two units merged:<br>SISOABN305A Guide abseiling on single pitch natural surfaces<br>SISOABN408A Instruct abseiling on single pitch natural surfaces<br>Unit focuses on leadership skills at time of delivery; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence. |
| SISOABN408A Instruct abseiling on single pitch natural surfaces            |   |   |
| SISOABN406A Apply multi pitch abseiling skills on natural surfaces         | SISOABS004 Abseil multi pitches, natural surfaces                         | N<br>Title changed.<br>Unit recategorised to Abseiling.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOABN407A Establish ropes for multi pitch abseiling on natural surfaces  | SISOABS007 Establish ropes for multi pitch abseiling on natural surfaces  | N<br>Unit recategorised to Abseiling.<br>Significant changes to performance criteria and knowledge evidence.  |

| Previous Unit Code and Title<br>SIS10 V3.1                             | Replacement Unit Code and Title<br>SIS V4.0                          | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|--|--|--|
| SISOABN409A Guide abseiling on multi pitch natural surfaces            | SISOABS010 Lead multi pitch abseiling activities on natural surfaces | <p>N</p> <p>Title changed.</p> <p>Two units merged:</p> <p>SISOABN409A Guide abseiling on multi pitch natural surfaces</p> <p>SISOABN510A Instruct abseiling on multi pitch natural surfaces</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOABN510A Instruct abseiling on multi pitch natural surfaces         |  |  |
| <b>Archery</b>   |  |  |
| SISOARC301A Conduct an archery session                                 | SISOARC001 Lead archery sessions                                     | <p>N</p> <p>Title changed.</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>   |
| <b>Bushwalking</b>   |  |  |
| SISOBWG201A Demonstrate bushwalking skills in a controlled environment | SISOBWG001 Bushwalk in tracked environments                          | <p>N</p> <p>Title changed.</p> <p>Track grade and conditions clarified in title and throughout unit.</p> <p>Unit now focuses on activity skills rather than planning; planning removed</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>   |

| Previous Unit Code and Title<br>SIS10 V3.1                   | Replacement Unit Code and Title<br>SIS V4.0                 | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|--|---|--|
| SISOBWG302A Apply intermediate bushwalking skills            | SISOBWG002 Bushwalk in difficult tracked environments       | N<br>Title changed.<br>Track grade and conditions clarified in title and throughout unit.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence.   |
| SISOBWG303A Guide bushwalks in a controlled environment      | SISOBWG005 Lead bushwalks in tracked environments           | N<br>Title changed<br>Two units merged:<br>SISOBWG303A Guide bushwalks in a controlled environment<br>SISOBWG411 Instruct bushwalks in a controlled environment<br>Unit focuses on leadership skills at time of delivery; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005<br>Content for operation of temporary or camping site content removed; covered in SISOFD003 Select, set up and operate a temporary or overnight site, to be selected as required.<br>Significant changes to performance criteria and knowledge evidence. |
| SISOBWG411 Instruct bushwalks in a controlled environment    |   |  |
| SISOBWG404A Apply river crossing skills                      | SISOBWG004 Cross rivers during bushwalks                    | N<br>Title changed.<br>Significant changes to performance criteria and knowledge evidence.   |
| SISOBWG405A Guide intermediate bushwalks                     | SISOBWG006 Lead bushwalks in difficult tracked environments | N<br>Title changed.<br>Two units merged:   |
| SISOBWG412 Instruct bushwalks in an intermediate environment |   |  |

| Previous Unit Code and Title<br>SIS10 V3.1                      | Replacement Unit Code and Title<br>SIS V4.0                                   | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|---|---|--|
|   |   | <p>SISOBWG405A Guide intermediate bushwalks</p> <p>SISOBWG412 Instruct bushwalks in an intermediate environment</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Content for operation of temporary or camping site content removed; covered in SISOFD003 Select, set up and operate a temporary or overnight site, to be selected as required.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOBWG406A Apply bushwalking skills in uncontrolled landscapes | SISOBWG003 Bushwalk in extremely difficult tracked and untracked environments | <p>N</p> <p>Title changed.</p> <p>Track grade and conditions clarified in title and throughout unit.</p> <p>Four units merged:</p> <p>SISOBWG406A Apply bushwalking skills in uncontrolled landscapes</p> <p>SISOBWG507A Apply advanced bushwalking skills in alpine areas</p> <p>SISOBWG508A Apply advanced bushwalking skills in arid areas</p> <p>SISOBWG509A Apply advanced bushwalking skills in tropical areas</p> <p>Unit covers any type of environment; assessment can be contextualised to particular environments.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, 002, 004 &amp; 005.</p> <p>River crossing content (SISOBWG406A) removed; covered in SISOBWG004 Cross rivers during bushwalks, to be selected as required.</p> |
| SISOBWG507A Apply advanced bushwalking skills in alpine areas   |   |  |
| SISOBWG508A Apply advanced bushwalking skills in arid areas     |   |  |
| SISOBWG509A Apply advanced bushwalking skills in tropical areas |   |  |

| Previous Unit Code and Title<br>SIS10 V3.1                   | Replacement Unit Code and Title<br>SIS V4.0   | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|--|---|--|
|  |   | <p>Following content found in SISOBWG507A, 508A &amp; 509A removed:</p> <p>Content for operation of temporary or camping site content removed; covered in SISOFLD003 Select, set up and operate a temporary or overnight site, to be selected as required.</p> <p>Navigation content removed, covered in SISOFLD008 Navigate in extremely difficult tracked and untracked environments.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOBWG413 Instruct bushwalks in an uncontrolled environment | SISOBWG007 Lead bushwalks in extremely difficult tracked and untracked environments | N  |
| SISOBWG510A Guide bushwalks in an uncontrolled environment   |   | <p>Title changed.</p> <p>Two units merged:</p> <p>SISOBWG413 Instruct bushwalks in an uncontrolled environment</p> <p>SISOBWG510A Guide bushwalks in an uncontrolled environment</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005</p> <p>Significant changes to performance criteria and knowledge evidence.</p>                      |
| <b>Canyoning</b>   |   |  |
| SISOCAY201A Demonstrate horizontal canyoning skills          | SISOCAY001 Traverse canyons   | <p>N</p> <p>Title changed.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005</p> <p>Navigation tasks removed; covered in navigation units with type of navigation/track to be selected as required.</p>   |

| Previous Unit Code and Title<br>SIS10 V3.1     | Replacement Unit Code and Title<br>SIS V4.0                                       | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|--|---|--|
|  |   | <p>Maintenance tasks removed, covered in SISXFAC001 Maintain equipment for activities, to be selected as required.</p> <p>Skills and knowledge upgraded to reflect those required by leaders (guides and instructors).</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOCAY302A Apply vertical canyoning skills    | SISOCAY002 Abseil in easy to intermediate canyons                                 | <p>N</p> <p>Title changed.</p> <p>Canyon conditions clarified in title and throughout unit.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005</p> <p>Content for travelling through canyons removed; covered in SISCAY001 Traverse canyons.</p> <p>Maintenance tasks removed, covered in SISXFAC001 Maintain equipment for activities, to be selected as required.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOCAY303A Establish belays in canyons        | SISOCAY004 Establish ropes and belays for abseils in easy to intermediate canyons | <p>N</p> <p>Title changed.</p> <p>Canyon conditions clarified in title and throughout unit.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>   |
| SISOCAY304A Guide single pitch canyoning trips | SISOCAY006 Lead canyoning activities, easy to intermediate canyons                | N  |
| SISOCAY508A Instruct canyoning skills          |   | <p>Title changed.</p> <p>Incorporates components of:</p> <p>SISOCAY304A Guide single pitch canyoning trips</p> <p>SISOCAY508A Instruct canyoning skills</p>  |

| Previous Unit Code and Title<br>SIS10 V3.1           | Replacement Unit Code and Title<br>SIS V4.0                            | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|--|--|--|
|  |  | <p>SISOCAY508A Instruct canyoning skills did not nominate canyon conditions or complexity of skills under instruction.</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOCAY405A Apply advanced vertical canyoning skills | SISOCAY003 Abseil in intermediate to advanced canyons                  | <p>N</p> <p>Title changed.</p> <p>Canyon conditions clarified in title and throughout unit.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Content for travelling through canyons removed and covered in SISOCAY001 Traverse canyons.</p> <p>Maintenance tasks removed, covered in SISXFAC001 Maintain equipment for activities, to be selected as required.</p> <p>Rescue tasks removed, covered in vertical rescue units.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOCAY407A Guide multi pitch canyoning trips        | SISOCAY007 Lead canyoning activities, intermediate to advanced canyons | <p>N</p> <p>Title changed.</p>   |
| SISOCAY508A Instruct canyoning skills                |  | <p>Incorporates components of:</p> <p>SISOCAY407A Guide multi pitch canyoning trips</p> <p>SISOCAY508A Instruct canyoning skills</p> <p>SISOCAY508A Instruct canyoning skills did not nominate canyon conditions or complexity of skills under instruction.</p>  |

| Previous Unit Code and Title<br>SIS10 V3.1                              | Replacement Unit Code and Title<br>SIS V4.0   | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|---|---|--|
|   |   | <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOCAY406A Establish complex belays in canyons                         | SISOCAY005 Establish ropes and belays for abseils in intermediate to advanced canyons   | <p>N</p> <p>Title changed.</p> <p>Canyon conditions clarified in title and throughout unit.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>   |
| SISOCAY508A Instruct canyoning skills                                   | <p>SISOCAY006 Lead canyoning activities, easy to intermediate canyons</p> <p>SISOCAY007 Lead canyoning activities, intermediate to advanced canyons</p> | <p>N</p> <p>SISOCAY508A Instruct canyoning skills did not nominate canyon conditions or complexity of skills under instruction. Therefore, two replacement units are listed here, to be selected as required.</p> <p>Title changed.</p> <p>Unit focuses on leadership skills at time of delivery; planning removed</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| <b>Climbing (artificial)</b>  |   |  |
| SISOCLA201A Demonstrate top rope climbing skills on artificial surfaces | SISOCLM001 Top rope climb single pitches, artificial surfaces   | <p>N</p> <p>Title changed.</p> <p>Unit recategorised to Climbing.</p> <p>Two units merged:</p> <p>SISOCLA201A Demonstrate top rope climbing skills on artificial surfaces.</p> <p>SISOCLA302A Apply top rope climbing skills on artificial surfaces.</p> <p>Unit now focuses on activity skills rather than planning; planning removed (Was in SISOCLA302A)</p>  |
| SISOCLA302A Apply top rope climbing skills on artificial surfaces       |   |  |

| Previous Unit Code and Title<br>SIS10 V3.1                                   | Replacement Unit Code and Title<br>SIS V4.0  | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent   |
|--|--|---|
|  |  | <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>   |
| SISOCLA303A Establish belays for climbing on artificial surfaces             | SISOCLM005 Establish belays for single pitch climbing on artificial surfaces               | <p>N</p> <p>Title changed to incorporate single pitch.</p> <p>Unit recategorised to Climbing.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOCLA305A Apply route setting skills                                       | Deleted  |   |
| SISOCLA311 Guide top rope climbing activities on artificial surfaces         | SISOCLM008 Lead single pitch climbing activities on artificial surfaces, top rope climbing | <p>N</p> <p>Title changed.</p> <p>Two units merged:</p> <p>SISOCLA311 Guide top rope climbing activities on artificial surfaces</p> <p>SISOCLA412 Instruct top rope climbing on artificial surfaces</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOCLA412 Instruct top rope climbing on artificial surfaces                 |  |   |
| SISOCLA406A Apply lead climbing skills on artificial surfaces                | Deleted  |   |
| SISOCLA407A Apply multi pitch lead climbing skills on artificial surfaces    | Deleted  |   |
| SISOCLA408A Establish belays for multi pitch climbing on artificial surfaces | Deleted  |   |
| SISOCLA409A Instruct lead climbing on single pitch artificial surfaces       | Deleted  |   |

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|---|---|---|
| SISOCLA510A Instruct lead climbing on multi pitch artificial surfaces | Deleted   |   |
| <b>Climbing (natural)</b>   |   |   |
| SISOCLN201A Demonstrate top rope climbing skills on natural surfaces  | SISOCLM002 Top rope climb single pitches, natural surfaces                              | <p>N</p> <p>Title changed.</p> <p>Unit recategorised to Climbing.</p> <p>Two units merged:</p> <p>SISOCLN201A Demonstrate top rope climbing skills on natural surfaces</p> <p>SISOCLN302A Apply climbing skills on natural surfaces</p> <p>Unit now focuses on activity skills rather than planning; planning removed. (Was in SISOCLN302A)</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOCLN302A Apply climbing skills on natural surfaces                 |   |   |
| SISOCLN303A Establish belays for climbing on natural surfaces         | SISOCLM006 Establish belays for single pitch climbing on natural surfaces               | <p>N</p> <p>Title changed to incorporate single pitch.</p> <p>Unit recategorised to Climbing.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOCLN304A Guide top rope climbing activities on natural surfaces    | SISOCLM009 Lead single pitch climbing activities on natural surfaces, top rope climbing | <p>N</p> <p>Title changed.</p> <p>Two units merged:</p> <p>SISOCLN304A Guide top rope climbing activities on natural surfaces</p> <p>SISOCLN409A Instruct top rope climbs on natural surfaces</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance</p>  |
| SISOCLN409A Instruct top rope climbs on natural surfaces              |   |   |

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|---|---|---|
|   |   | criteria and knowledge evidence.  |
| SISOCLN405A Apply single pitch lead climbing skills on natural surfaces     | SISOCLM003 Lead climb single pitches, natural surfaces                              | N<br>Title changed<br>Unit recategorised to Climbing.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence.                    |
| SISOCLN406A Apply multi pitch lead climbing skills on natural surfaces      | SISOCLM004 Lead climb multi pitches, natural surfaces                               | N<br>Title changed<br>Unit recategorised to Climbing.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence.                    |
| SISOCLN407A Establish belays for multi pitch climbing on natural surfaces   | SISOCLM007 Establish belays for multi pitch climbing on natural surfaces            | N<br>Unit recategorised to Climbing<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOCLN408A Guide lead climbing activities on single pitch natural surfaces | SISOCLM010 Lead single pitch climbing activities on natural surfaces, lead climbing | N<br>Title changed.<br>Two units merged:  |
| SISOCLN411A Instruct lead climbing on single pitch natural surfaces         |   | SISOCLN408A Guide lead climbing activities on single pitch natural surfaces<br>SISOCLN411A Instruct lead climbing on single pitch natural surfaces<br>Unit focuses on leadership skills at time of delivery; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005. |

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|--|--|---|
|  |  | Significant changes to performance criteria and knowledge evidence.   |
| SISOCLN410A Guide lead climbing activities on multi pitch natural surfaces | SISOCLM011 Lead multi pitch climbing activities on natural surfaces, lead climbing | N<br>Title changed.<br>Two units merged:<br>SISOCLN410A Guide lead climbing activities on multi pitch natural surfaces<br>SISOCLN512A Instruct lead climbing on multi pitch natural surfaces<br>Unit focuses on leadership skills at time of delivery; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOCLN512A Instruct lead climbing on multi pitch natural surfaces         |  |   |
| <b>Canoeing</b>  |  |   |
| SISOCNE201A Demonstrate simple canoeing skills                             | SISOCNE001 Paddle a craft using fundamental skills                                 | N<br>Title changed.<br>Unit covers different types of craft including canoes and kayaks; assessment can be contextualised to craft type.<br>Water grade and conditions clarified throughout unit; applicable to inland flatwater areas including rivers and small lakes.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence. |
| SISOCNE202A Perform deep water rescues                                     | Deleted  | Content for performing deep water rescues covered in activity specific units:<br>SISOCNE002 - 004<br>SISOKYK001 - 004   |

**SIS SPORT, FITNESS AND RECREATION TRAINING PACKAGE – OUTDOOR RECREATION  
COMPANION VOLUME IMPLEMENTATION GUIDE**

| Previous Unit Code and Title<br>SIS10 V3.1                         | Replacement Unit Code and Title<br>SIS V4.0                    | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|--|--|--|
|  |  | SISOKYS001 - 003.  |
| SISOCNE303A Apply canoeing skills                                  | SISOCNE002 Paddle a canoe on inland flatwater                  | N<br>Title changed<br>Water grade and conditions clarified in title and throughout unit.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence.                                |
| New unit   | SISOCNE003 Paddle a canoe on moving water up to grade 1 rivers |  |
| SISOCNE304A Apply inland canoeing skills on Grade 2 water          | SISOCNE004 Paddle a canoe on grade 2 rivers                    | N<br>Title changed.<br>River grade and conditions clarified throughout unit.<br>Performing deep water rescues included.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence. |
| SISOCNE305A Guide canoeing trips on flat and undemanding water     | SISOCNE005 Lead canoeing activities on inland flatwater        | N<br>Title changed.<br>Two units merged:<br>SISOCNE305A Guide canoeing trips on flat and undemanding water<br>SISOCNE306A Instruct canoeing skills on flat and undemanding water<br>Unit focuses on leadership skills at time of delivery; planning removed.   |
| SISOCNE306A Instruct canoeing skills on flat and undemanding water |  |  |

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|---|--|---|
|   |  | <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Content for operation of temporary or camping site content removed; covered in: SISOFD003 Select, set up and operate a temporary or overnight site, to be selected as required.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| New unit  | SISOCNE006 Lead canoeing activities on moving water up to grade 1 rivers |   |
| SISOCNE307A Guide canoeing trips on Grade 2 water         | SISOCNE007 Lead canoeing activities on grade 2 rivers                    | <p>N</p> <p>Title changed.</p> <p>Two units merged:</p> <p>SISOCNE307A Guide canoeing trips on Grade 2 water</p> <p>SISOCNE409A Instruct canoeing skills on Grade 2 water</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Content for operation of temporary or camping site content removed; covered in SISOFD003 Select, set up and operate a temporary or overnight site, to be selected as required.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOCNE409A Instruct canoeing skills on Grade 2 water     |  |   |
| SISOCNE408A Apply inland canoeing skills on Grade 3 water | Deleted  |   |
| SISOCNE410A Guide canoeing trips on Grade 3 water         | Deleted  |   |

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|---|---|--|
| SISOCNE511A Instruct canoeing skills on Grade 3 water | Deleted   |  |
| <b>Challenge Course</b>                               |   |  |
| SISOCR301A Conduct a low ropes session                | SISOCHC001 Lead challenge course sessions, low elements                 | N<br>Title changed.<br><br>Unit focuses on leadership skills at time of delivery; planning removed. Planning not relevant to job role but planning units could be selected, as required.<br><br>Significant changes to performance criteria and knowledge evidence.  |
| SISOCR302A Conduct a high ropes session               | SISOCHC003 Lead challenge course sessions, high elements                | N<br>Title changed.<br><br>Unit focuses on leadership skills at time of delivery; planning removed. Planning not relevant to job role but planning units could be selected, as required.<br><br>Establishing belay systems removed as not relevant to course leader job role; covered in SISOCHC004 Set up and supervise challenge course sessions, high elements.<br><br>Rescue requirements confined to basic assisted rescues; more complex rescues covered by SISOCHR004 Set up and supervise challenge course sessions, high elements.<br><br>Significant changes to performance criteria and knowledge evidence. |
| SISOCR403A Supervise a low ropes session              | SISOCHC002 Set up and supervise challenge course sessions, low elements | N<br>Title changed.<br><br>Unit focuses on leadership skills at time of delivery; planning removed.<br><br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br><br>Significant changes to performance   |

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|--|--|---|
|  |  | criteria and knowledge evidence.  |
| SISOCR404A Supervise a high ropes session  | SISOCHC004 Set up and supervise challenge course sessions, high elements | N<br>Title changed.<br>Unit focuses on leadership skills at time of delivery; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence.   |
| SISOCR505A Manage a low ropes course       | SISOCHC005 Manage challenge course                                       | N<br>Title changed.<br>Two units merged:<br>SISOCR505A Manage a low ropes course<br>SISOCR506A Manage a high ropes course<br>Assessment can be contextualised to low or high element courses or courses that include both types of elements.<br>Documenting course maintenance procedures removed, covered in SISXFAC004 Coordinate facility and equipment acquisition and maintenance, to be selected as required.<br>Conducting course maintenance removed, covered in SISXFAC003 Implement facility maintenance programs, to be selected as required.<br>Significant changes to performance criteria and knowledge evidence. |
| SISOCR506A Manage a high ropes course      |  |   |
| <b>Caving</b>                              |  |   |
| SISOCVE201A Demonstrate caving skills      | SISOCVE001 Traverse caves  | N<br>Title changed.<br>Unit now focuses on activity skills rather than planning; planning removed.  |

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|--|---|--|
|  |   | <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, &amp; SISOPLN004.</p> <p>Skills and knowledge upgraded to reflect those required by leaders (guides or instructors).</p> <p>Significant changes to performance criteria and knowledge evidence.</p>                |
| SISOCVE302A Apply single pitch abseiling skills in caves | SISOCVE003 Abseil single pitches in caves                 | <p>N</p> <p>Title changed.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, &amp; SISOPLN004.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOCVE303A Rig a ladder pitch                           | Deleted   | Content covered in SISOCVE005 Establish ropes, ladders and belays for caving.  |
| SISOCVE304A Apply laddering skills                       | SISOCVE002 Descend and ascend ladders in caves            | <p>N</p> <p>Title changed.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOCVE305A Apply caving specific single rope techniques | SISOCVE004 Descend and ascend single ropes in caves       | <p>N</p> <p>Title changed.</p> <p>Content for rescues removed, covered in SISRSC002 Perform vertical rescues.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>   |
| SISOCVE306A Rig ropes and establish belays in caves      | SISOCVE005 Establish ropes, ladders and belays for caving | <p>N</p> <p>Title changed.</p> <p>Unit now covers rigging of ladders.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>   |
| SISOCVE307A Guide vertical single pitch caving trips     | SISOCVE006 Lead caving activities                         | <p>N</p> <p>Title changed.</p>   |

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|--|---|---|
| SISOCVE308A Guide horizontal caving trips                        |   | <p>Three units merged:</p> <p>SISOCVE307A Guide vertical single pitch caving trips</p> <p>SISOCVE308A Guide horizontal caving trips</p> <p>SISOCVE417A Instruct vertical single pitch caving skills</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOCVE417A Instruct vertical single pitch caving skills         |   |   |
| SISOCVE409A Rig ladders in complex situations                    | Deleted                                     |   |
| SISOCVE410A Rig a complex pitch using caving specific techniques | Deleted                                     |   |
| SISOCVE411A Apply vertical caving skills                         | Deleted                                     |   |
| SISOCVE412A Rig multi pitches in complex vertical cave systems   | Deleted                                     |   |
| SISOCVE413A Navigate in untrogged caves                          | Deleted                                     |   |
| SISOCVE414A Guide vertical multi pitch caving trips              | Deleted                                     |   |
| SISOCVE415A Perform cave rescues                                 | Deleted                                     |   |
| SISOCVE416A Apply cavern diving skills                           | Deleted                                     |   |
| SISOCVE518A Apply cave diving skills                             | Deleted                                     |   |
| SISOCVE519A Apply sinkhole diving skills                         | Deleted                                     |   |

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|---|---|---|
| SISOCVE520A Apply sump diving skills                    | Deleted   |   |
| SISOCVE521A Apply advanced cave diving skills           | Deleted   |   |
| SISOCVE522A Instruct vertical multi pitch caving skills | Deleted   |   |
| <b>Cycling Tours (on-road)</b>                          |   |   |
| SISOCYT201A Select, set up and maintain a bike          | SISOCYT001 Set up, maintain and repair bicycles                             | N<br>Title changed.<br>Content about selection of bikes clarified; focuses on selection to suit participants.<br>Unit now covers more extensive repair and maintenance tasks.<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOCYT202A Demonstrate basic cycling skills            | SISOCYT002 Ride bicycles on roads and pathways, easy conditions             | N<br>Title changed.<br>Cycling and road conditions clarified in title and throughout unit.<br>Significant changes to performance criteria and knowledge evidence.   |
| SISOCYT303A Apply on-road cycling skills                | SISOCYT003 Ride bicycles on roads, up to moderate terrain and heavy traffic | N<br>Title changed.<br>Cycling and road conditions clarified in title and throughout unit.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence. |
| New unit  | SISOCYT006 Lead cycling activities on roads and pathways, easy conditions   |   |

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|--|---|--|
| SISOCYT304A Guide on-road cycle tours                | SISOCYT007 Lead cycling activities on roads, up to moderate terrain and heavy traffic | N<br>Title changed.<br>Two units merged:<br>SISOCYT304A Guide on-road cycle tours<br>SISOCYT407A Instruct cycle touring skills<br>Unit focuses on leadership skills at time of delivery; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence. |
| SISOCYT407A Instruct cycle touring skills            |   |  |
| SISOCYT405A Apply overnight cycle touring skills     | Deleted   |  |
| SISOCYT406A Guide overnight and extended cycle tours | Deleted   |  |
| <b>Four Wheel Driving</b>                            |   |  |
| SISODRV201A Drive AWD/4WD vehicles on unsealed roads | SISODRV001 Drive AWD/4WD vehicles on unsealed roads                                   | N<br>Vehicle inspection aspects removed; covered in imported unit TLIB0002 Carry out vehicle inspection.<br>Significant changes to performance criteria and knowledge evidence.  |
| SISODRV302A Drive and recover a 4WD vehicle          | Deleted   | Replaced by two imported units:<br>TLIC2025 Operate four wheel drive vehicle<br>FWPCOT3260 Recover four wheel drive vehicles   |
| SISODRV303A Guide 4WD tours                          | SISODRV002 Lead four wheel driving activities   | N<br>Title changed.<br>Two units merged:<br>SISODRV303A Guide 4WD tours<br>SISODRV506A Instruct four wheel driving skills  |
| SISODRV506A Instruct four wheel driving skills       |   |  |

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|--|---|--|
|  |   | Unit focuses on leadership skills at time of delivery; planning removed.<br><br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br><br>Significant changes to performance criteria and knowledge evidence.   |
| SISODRV404A Drive a 4WD vehicle in difficult terrain | Deleted                                     | Replaced by imported unit:<br>TLIC2025 Operate four wheel drive vehicle.   |
| SISODRV405A Coordinate recovery of 4WD vehicles      | Deleted                                     | Replaced by imported unit:<br>FWPCOT3260 Recover four wheel drive vehicles.  |
| <b>Fishing</b>                                       |   |  |
| SISOFSH201A Catch and handle fish                    | SISOFSH001 Locate, attract and catch fish   | N<br>Title changed.  |
| SISOFSH206A Locate and attract fish                  |   | Two units merged:<br>SISOFSH201A Catch and handle fish<br>SISOFSH206A Locate and attract fish<br>Some content removed; covered in:<br>SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities<br>SISOFLD004 Minimise environmental impact<br>Significant changes to performance criteria and knowledge evidence. |
| SISOFSH202A Select, catch and use bait               | SISOFSH002 Select and catch bait            | N<br>Title changed.<br><br>Content on presenting bait and berley removed; covered in SISOFSH001 Locate, attract and catch fish.<br><br>Significant changes to performance criteria and knowledge evidence.   |
| SISOFSH203A Select, rig and use terminal tackle      | SISOFSH003 Select and rig tackle outfits    | N  |

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|---|---|---|
| SISOFSH204A Select, use and maintain fishing tackle outfits |   | <p>Title changed.</p> <p>Two units merged:</p> <p>SISOFSH203A Select, rig and use terminal tackle</p> <p>SISOFSH204A Select, use and maintain fishing tackle outfits</p> <p>Unit covers terminal tackle and rod and reel tackle.</p> <p>Content on use of casting techniques removed, covered in SISOFSH001 Locate, attract and catch fish.</p> <p>Maintenance tasks removed, covered in SISXFAC001 Maintain equipment for activities, to be selected as required.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOFSH205A Construct and work simple fishing lures         | Deleted                                     |   |
| SISOFSH307A Guide fishing trips                             | SISOFSH004 Lead fishing activities          | <p>N</p> <p>Title changed.</p> <p>Two units merged:</p> <p>SISOFSH307A Guide fishing trips</p> <p>SISOFSH308A Instruct fishing skills</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>   |
| SISOFSH308A Instruct fishing skills                         |   |   |
| SISOFSH309A Apply fly fishing skills                        | Deleted                                     |   |
| SISOFSH310A Tie simple fishing flies                        | Deleted                                     |   |
| SISOFSH311A Demonstrate freshwater fishing skills           | Deleted                                     |   |

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|--|---|---|
| SISOFSH312A<br>Demonstrate estuary fishing skills                    | Deleted                                       |   |
| SISOFSH313A Catch crabs, prawns and squid                            | Deleted                                       |   |
| SISOFSH314A Construct and repair fishing rods                        | Deleted                                       |   |
| SISOFSH315A<br>Demonstrate beach fishing skills                      | Deleted                                       |   |
| SISOFSH416A<br>Demonstrate marine inshore fishing skills             | Deleted                                       |   |
| SISOFSH417A<br>Demonstrate marine offshore fishing skills            | Deleted                                       |   |
| <b>Interpretation</b>  |   |   |
| SISOINT201A Conduct interpretation within an outdoor activity        | Deleted                                       | Replaced by imported unit:<br>SITTGDE005 Prepare and present tour commentaries or activities.   |
| SISOINT302A Develop specialist resources for interpretive activities | Deleted                                       | Skills covered in a range of imported units:<br>SITTPPD002 Develop interpretive activities<br>SITTGDE008 Prepare specialised interpretive content on flora, fauna and landscape<br>SITTGDE009 Prepare specialised interpretive content on marine environments<br>SITTGDE010 Prepare specialised interpretive content on cultural and heritage environments. |
| <b>Kayaking</b>  |   |   |
| SISOKYK201A<br>Demonstrate simple kayaking skills                    | SISOKYK001 Paddle a kayak on inland flatwater | N<br>Title changed.<br>Water grade and conditions clarified in title and throughout unit.   |

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|--|--|--|
|  |  | <p>Performing deep water rescues included.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOKYK302A Apply kayaking skills                              | SISOKYK002 Paddle a kayak on moving water up to grade 1 rivers | <p>N</p> <p>Title changed.</p> <p>Water grade and conditions clarified in title and throughout unit.</p> <p>Performing deep water rescues included.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOKYK303A Apply inland kayaking skills on Grade 2 water      | SISOKYK003 Paddle a kayak on grade 2 rivers                    | <p>N</p> <p>Title changed</p> <p>River grade and conditions clarified throughout unit.</p> <p>Performing deep water rescues included.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005..</p> <p>Significant changes to performance criteria and knowledge evidence.</p>              |
| SISOKYK304A Guide kayaking trips on flat and undemanding water | SISOKYK005 Lead kayaking activities on inland flatwater        | <p>N</p> <p>Title changed.</p>   |

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|--|--|---|
| SISOKYK407A Instruct kayaking skills on flat and undemanding water |  | <p>Two units merged:</p> <p>SISOKYK304A Guide kayaking trips on flat and undemanding water</p> <p>SISOKYK407A Instruct kayaking skills on flat and undemanding water</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Content for operation of temporary or camping site content removed; covered in SISOFD003 Select, set up and operate a temporary or overnight site, to be selected as required.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>      |
| New unit   | SISOKYK006 Lead kayaking activities on moving water up to grade 1 rivers |   |
| SISOKYK305A Guide kayaking trips on Grade 2 water                  | SISOKYK007 Lead kayaking activities on grade 2 rivers                    | <p>N</p> <p>Title changed.</p> <p>Two units merged:</p> <p>SISOKYK305A Guide kayaking trips on Grade 2 water</p> <p>SISOKYK408A Instruct kayaking skills on Grade 2 water</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Content for operation of temporary or camping site content removed; covered in SISOFD003 Select, set up and operate a temporary or overnight site, to be selected as required.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOKYK408A Instruct kayaking skills on Grade 2 water              |  |   |

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|--|---|--|
| SISOKYK406A<br>Demonstrate inland kayaking skills on Grade 3 water | SISOKYK004 Paddle a kayak on grade 3 rivers           | N<br>Title changed<br>River grade and conditions clarified throughout unit.<br>Performing deep water rescues included.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOKYK409A Guide kayaking trips on Grade 3 water                  | SISOKYK008 Lead kayaking activities on grade 3 rivers | N<br>Title changed.<br>Two units merged:<br>SISOKYK409A Guide kayaking trips on Grade 3 water<br>SISOKYK510A Instruct kayaking skills on Grade 3 water<br>Unit focuses on leadership skills at time of delivery; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Content for operation of temporary or camping site content removed; covered in SISOFD003 Select, set up and operate a temporary or overnight site, to be selected as required.<br>Significant changes to performance criteria and knowledge evidence. |
| SISOKYK510A Instruct kayaking skills on Grade 3 water              |   |  |
| <b>Sea Kayaking</b>  |   |  |
| SISOKYS201A<br>Demonstrate simple sea kayaking skills              | SISOKYS001 Paddle a sea kayak in enclosed waters      | N<br>Title changed.<br>Water grade and conditions clarified in title and throughout unit.<br>Performing deep water rescues included.   |

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|--|--|--|
|  |  | <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>   |
| SISOKYS302A<br>Demonstrate sea kayaking skills                                     | SISOKYS002 Paddle a sea kayak in sheltered coastal waters  | <p>N</p> <p>Title changed</p> <p>Water grade and conditions clarified in title and throughout unit.</p> <p>Performing deep water rescues included.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOKYS303A Guide sea kayaking trips in easy to moderate conditions                | SISOKYS004 Lead sea kayaking activities in enclosed waters | <p>N</p> <p>Title changed.</p> <p>Two units merged:</p> <p>SISOKYS303A Guide sea kayaking trips in easy to moderate conditions</p> <p>SISOKYS407A Instruct sea kayaking in easy to moderate conditions</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOKYS407A Instruct sea kayaking in easy to moderate conditions                   |  |  |
| SISOKYS304A<br>Demonstrate sea kayaking skills in moderate to difficult conditions | SISOKYS003 Paddle a sea kayak in exposed coastal waters    | <p>N</p> <p>Title changed.</p> <p>Water grade and conditions clarified in title and throughout unit.</p>   |

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|--|---|--|
|  |   | <p>Performing deep water rescues included.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOKYS406A Plan and navigate a sea kayaking inshore passage             | SISOFLD005 Navigate waterway courses                                | <p>N</p> <p>Unit recategorised to Field operations.</p> <p>Unit covers navigation for a range of waterway types and craft, including sea kayaks; assessment can be contextualised to particular settings and craft type.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOKYS408A Guide sea kayaking trips in moderate to difficult conditions | SISOKYS005 Lead sea kayaking activities in sheltered coastal waters | <p>N</p> <p>Title changed.</p> <p>Two units merged:</p> <p>SISOKYS408A Guide sea kayaking trips in moderate to difficult conditions</p> <p>SISOKYS409A Instruct sea kayaking in moderate to difficult conditions</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOKYS409A Instruct sea kayaking in moderate to difficult conditions    |   |  |
| New unit   | SISOKYS006 Lead sea kayaking activities in exposed coastal waters   |  |
| <b>Mountain Biking (off road)</b>  |   |  |
| SISOMBK201A Demonstrate basic off-road cycling skills                    | SISOCYT004 Ride off road bicycles on easy trails                    | <p>N</p> <p>Title changed.</p> <p>Unit recategorised to Cycle Touring.</p>   |

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|--|--|---|
|  |  | <p>Trail conditions clarified in title and throughout unit.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOMBK302A Apply advanced off-road cycling skills | SISOCYT005 Ride off road bicycles on intermediate trails           | <p>N</p> <p>Title changed</p> <p>Unit recategorised to Cycle Touring.</p> <p>Trail conditions clarified in title and throughout unit.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| New Unit   | SISOCYT008 Lead off road cycling activities on easy trails         |   |
| SISOMBK303A Guide off-road cycle tours             | SISOCYT009 Lead off road cycling activities on intermediate trails | <p>N</p> <p>Title changed.</p> <p>Two units merged:</p> <p>SISOMBK303A Guide off-road cycle tours</p> <p>SISOMBK404A Instruct off-road cycling skills</p> <p>Unit recategorised to Cycle Touring.</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOMBK404A Instruct off-road cycling skills       |  |   |

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|--|---|--|
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| <b>Navigation</b>  |   |  |
| SISONAV201A<br>Demonstrate navigation skills in a controlled environment | SISOFLD006 Navigate in tracked environments                                   | N<br>Title changed.<br>Unit recategorised to Field Operations.<br>Track grade and conditions clarified in title and throughout unit.<br>Significant changes to performance criteria and knowledge evidence.  |
| SISONAV302A Apply navigation skills in an intermediate environment       | SISOFLD007 Navigate in difficult tracked environments                         | N<br>Title changed.<br>Unit recategorised to Field Operations.<br>Track grade and conditions clarified in title and throughout unit.<br>Significant changes to performance criteria and knowledge evidence.  |
| SISONAV403A Navigate in uncontrolled environments                        | SISOFLD008 Navigate in extremely difficult tracked and untracked environments | N<br>Title changed.<br>Unit recategorised to Field Operations.<br>Track grade and conditions clarified in title and throughout unit.<br>Significant changes to performance criteria and knowledge evidence.  |
| <b>Outdoor Recreation</b>  |   |  |
| SISOODR201A Assist in conducting outdoor recreation sessions             | SISOFLD001 Assist in conducting recreation sessions                           | N<br>Minor change to title; can apply to indoor activities, e.g. climbing.<br>Unit recategorised to Field Operations.<br>Unit refocussed to better describe skills for assistant leaders under the supervision and guidance of leaders (guides or instructors).<br>Significant changes to performance criteria and knowledge evidence. |

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|--|---|---|
| New unit   | SISOPLN001 Finalise operation of outdoor recreation activities                          |   |
| SISOODR302A Plan outdoor recreation activities                               | SISOPLN002 Plan activity sessions   | N<br>Title changed.<br>Unit recategorised to Outdoor Recreation Planning.<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOODR303A Guide outdoor recreation sessions                                | Deleted   | Unit deleted in favour of a range of leadership units that align to specific activities and environments.   |
| SISOODR404A Manage risk in an outdoor activity                               | SISOPLN007 Manage risk for outdoor programs   | N<br>Title changed.<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOODR405A Develop and coordinate programs incorporating outdoor activities | SISOPLN003 Develop outdoor recreation programs  | N<br>Title changed.<br>Unit recategorised to Outdoor Recreation Planning.<br>Significant changes to performance criteria and knowledge evidence.  |
| New unit   | SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities |   |
| SISOODR506A Evaluate policy for an outdoor organisation                      | Deleted   | Skills for developing and evaluating policy in the context of a work function are covered in subject specific units, e.g. work health and safety. |
| <b>Field Operations</b>  |   |   |
| SISOOPS201A Minimise environmental impact                                    | SISOFLD002 Minimise environmental impact  | N<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOOPS202A Use and maintain a temporary or overnight site                   | SISOFLD003 Select, set up and operate a temporary or overnight site                     | N<br>Title changed.   |

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|--|--|--|
|  |  | <p>Content added to fully cover meal planning, preparation and service including food safety practices.</p> <p>Skills and knowledge and responsibilities clarified to better align to leader role, not that of assistant.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>   |
| <p>SISOOPS303A Interpret weather for marine environments</p> <p>SISOOPS306A Interpret weather conditions in the field</p> <p>SISOOPS509A Interpret weather for mountain environments</p> | <p>SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities</p> | <p>N</p> <p>Title changed.</p> <p>Unit recategorised to Outdoor Recreation Planning.</p> <p>Three units merged:</p> <p>SISOOPS303A Interpret weather for marine environments</p> <p>SISOOPS306A Interpret weather conditions in the field</p> <p>SISOOPS509A Interpret weather for mountain environments</p> <p>Unit covers any type of environment; assessment can be contextualised to particular settings.</p> <p>Unit refocussed to include coverage of interpretation of both weather and environmental events, e.g. flood, bushfire</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| <p>SISOOPS304A Plan for minimal environmental impact</p>   | <p>SISOPLN006 Plan for minimal environmental impact</p>  | <p>N</p> <p>Unit recategorised to Outdoor Recreation Planning.</p> <p>Significant changes to knowledge evidence.</p>   |
| <p>SISOOPS305A Provide first aid in a remote location</p>  | <p>SISOFLD004 Provide first aid in remote locations</p>  | <p>N</p> <p>Minor change to title.</p> <p>Unit recategorised to Field Operations.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> <p>Prerequisite added -HLTAID003 Provide first aid</p>  |

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|---|--|--|
| SISOOPS407A Apply search and rescue skills  | SISORSC001 Conduct search and rescue                           | N<br>Title changed<br>Unit recategorised to Rescue Operations.<br>Significant changes to knowledge evidence.   |
| SISOOPS508A Manage natural resources  | Deleted  |  |
| <b>Personal Water Craft</b>   |  |  |
| SISOPWC201A Select and maintain a personal water craft                              | Deleted  | Knowledge of personal water craft covered in riding units, SISOPWC001 – 002.<br>Maintenance covered in SISXFAC001 Maintain equipment for activities, to be selected as required.   |
| SISOPWC202A Demonstrate simple personal water craft skills in controlled conditions | SISOPWC001 Ride personal watercraft in smooth water conditions | N<br>Title changed.<br>Water grade and conditions clarified in title and throughout unit.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence. |
| SISOPWC303A Ride personal water craft in moderate to difficult conditions           | SISOPWC002 Ride personal watercraft in slight water conditions | N<br>Title changed.<br>Water grade and conditions clarified in title and throughout unit.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence. |

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|--|--|--|
| SISOPWC304A Guide tours using personal water craft               | SISOPWC003 Lead personal water craft activities in smooth water conditions | <p>N</p> <p>Title changed.</p> <p>Incorporates components of:</p> <p>SISOPWC304A Guide tours using personal water craft.</p> <p>SISOPWC405A Instruct basic personal water craft riding skills.</p> <p>SISOPWC405A Instruct basic personal watercraft riding skills did not nominate water conditions or complexity of trips/sessions guided.</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>       |
| SISOPWC405A Instruct basic personal water craft riding skills    |  |  |
| SISOPWC304A Guide tours using personal water craft               | SISOPWC004 Lead personal water craft activities in slight water conditions | <p>N</p> <p>Title changed.</p> <p>Incorporates components of:</p> <p>SISOPWC304A Guide tours using personal water craft.</p> <p>SISOPWC506A Instruct advanced personal water craft riding skills.</p> <p>SISOPWC506A Instruct advanced personal watercraft riding skills did not nominate water conditions or complexity of trips/sessions guided.</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOPWC506A Instruct advanced personal water craft riding skills |  |  |
| <b>Rafting</b>   |  |  |
| SISORAF301A Guide a raft on moving water                         | SISORAF001 Guide a raft on grade 2 rivers                                  | <p>N</p> <p>Title changed.</p>   |

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|---|--|--|
|   |  | <p>River grade and conditions clarified in title and throughout unit.</p> <p>Unit now focuses on controlling the raft rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>                                |
| SISORAF402A Guide a raft on Grade 3 rapids                  | SISORAF002 Guide a raft on grade 3 rivers            | <p>N</p> <p>Title changed.</p> <p>River grade and conditions clarified in title and throughout unit.</p> <p>Unit now focuses on controlling the raft rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISORAF403A Guide a raft on Grade 4 rapids                  | SISORAF003 Guide a raft on grade 4 rivers            | <p>N</p> <p>Title changed.</p> <p>River grade and conditions clarified in title and throughout unit.</p> <p>Unit now focuses on controlling the raft rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISORAF404A Coordinate and manage white water rafting trips | Deleted  |  |
| SISORAF505A Instruct rafting skills                         | SISORAF004 Lead rafting activities on grade 2 rivers | <p>N</p> <p>Title changed.</p>   |
|   | SISORAF005 Lead rafting activities on grade 3 rivers | Incorporates components of: SISORAF5050A Instruct rafting skills.  |

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|--|---|---|
|  | SISORAF006 Lead rafting activities on grade 4 rivers                | <p>SISORAF505A Instruct rafting skills did not nominate river grade or conditions or complexity of skills under instruction. Therefore, three replacement units are listed here, to be selected as required.</p> <p>Units focus on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| <b>SCUBA Diving</b>  |   |   |
| SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres | SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres | <p>N</p> <p>Title changed.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>   |
| SISOSCB302A Complete night dives                                     | SISOSCB003 SCUBA dive at night                                      | <p>N</p> <p>Title changed.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>   |
| SISOSCB303A Complete deep dives to between 18 and 40 metres          | SISOSCB009 SCUBA dive to depths between 18 and 40 metres            | <p>N</p> <p>Title changed.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p>  |

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|---|--|---|
|   |  | Significant changes to performance criteria and knowledge evidence.   |
| SISOSCB304A Navigate prescribed routes underwater         | SISOSCB004 Navigate prescribed routes underwater         | N<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOSCB305A Complete underwater search and recovery dives | SISOSCB005 Complete underwater search and recovery dives | N<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOSCB306A Perform diver rescues                         | SISOSCB006 Perform diver rescues                         | N<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOSCB307A Inspect and fill SCUBA cylinders              | SISOSCB007 Inspect and fill SCUBA cylinders              | N<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOSCB308A Guide a SCUBA dive                            | SISOSCB010 Lead SCUBA diving activities                  | N<br>Title changed.   |
| SISOSCB419A Instruct SCUBA diving skills                  |  | Two units merged:<br>SISOSCB308A Guide a SCUBA dive<br>SISOSCB419A Instruct SCUBA diving skills<br><br>Unit focuses on leadership skills at time of delivery; planning removed.<br><br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br><br>Significant changes to performance criteria and knowledge evidence. |
| SISOSCB309A Complete dives off boats                      | SISOSCB002 SCUBA dive from boats                         | N<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOSCB310A Complete an underwater video                  | Deleted  |   |
| SISOSCB311A Take still photographs underwater             | Deleted  |   |
| SISOSCB312A Complete dry suit dives                       | Deleted  |   |

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|---|---|---|
| SISOSCB313A Complete computer aided dives                       | Deleted   |   |
| SISOSCB314A Complete wreck dives                                | Deleted   |   |
| SISOSCB315A Complete drift dives on SCUBA                       | Deleted   |   |
| SISOSCB316A Dive at altitude greater than 300 metres            | Deleted   |   |
| SISOSCB317A Complete a dive using Enriched Air Nitrox           | SISOSCB008 SCUBA dive using Enriched Air Nitrox     | N<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOSCB318A Dive in open water using surface supplied air       | Deleted   |   |
| SISOSCB420A Instruct specialised SCUBA diving skills            | SISOSCB011 Lead specialised SCUBA diving activities | N<br>Title changed.<br>Unit focuses on leadership skills at time of delivery; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence. |
| SISOSCB521A Demonstrate technical diving                        | Deleted   |   |
| <b>Snowboarding</b>   |   |   |
| SISOSKB201A Demonstrate snowboarding skills on beginner terrain | Deleted   |   |
| SISOSKB302A Snowboard on intermediate terrain                   | Deleted   |   |
| SISOSKB303A Guide day snowboarding activities                   | Deleted   |   |
| SISOSKB404A Snowboard on advanced terrain                       | Deleted   |   |

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|---|---|---|
| SISOSKB405A Snowboard freestyle on advanced terrain                       | Deleted                                     |   |
| SISOSKB406A Snowboard alpine-style on advanced terrain                    | Deleted                                     |   |
| SISOSKB407A Instruct snowboarding   | Deleted                                     |   |
| SISOSKB408A Guide overnight snowboarding activities                       | Deleted                                     |   |
| SISOSKB509A Snowboard off-piste   | Deleted                                     |   |
| <b>Skiing (downhill)</b>  |   |   |
| SISOSKI201A Demonstrate alpine skiing skills downhill on beginner terrain | Deleted                                     |   |
| SISOSKI402A Alpine ski downhill on intermediate terrain                   | Deleted                                     |   |
| SISOSKI403A Alpine ski downhill on advanced terrain                       | Deleted                                     |   |
| SISOSKI404A Alpine ski downhill off-piste                                 | Deleted                                     |   |
| SISOSKI405A Alpine free ski on all terrain                                | Deleted                                     |   |
| SISOSKI406A Telemark ski downhill on intermediate terrain                 | Deleted                                     |   |
| SISOSKI407A Telemark ski downhill on advanced terrain                     | Deleted                                     |   |
| SISOSKI408A Instruct alpine skiing skills                                 | Deleted                                     |   |
| <b>Skiing (touring)</b>   |   |   |

| Previous Unit Code and Title<br>SIS10 V3.1  | Replacement Unit Code and Title<br>SIS V4.0                     | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|---|---|--|
| SISOSKT201A Demonstrate basic cross country skiing skills                                 | SISOSKT001 Ski on easy cross country terrain                    | <p>N</p> <p>Title changed.</p> <p>Terrain and skiing conditions clarified in title and throughout unit.</p> <p>Two units merged:</p> <p>SISOSKT201A Demonstrate basic cross country skiing skills</p> <p>SISOSKT202A Demonstrate ski touring skills in a patrolled environment to a basic standard</p> <p>Some content removed; covered in SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOSKT202A Demonstrate ski touring skills in a patrolled environment to a basic standard |   |  |
| SISOSKT303A Day ski tour away from a patrolled area                                       | SISOSKT002 Ski on intermediate cross country terrain            | <p>N</p> <p>Title changed.</p> <p>Terrain and skiing conditions clarified in title and throughout unit.</p> <p>Two units merged:</p> <p>SISOSKT303A Day ski tour away from a patrolled area</p> <p>SISOSKT409A Apply intermediate cross country skiing skills</p> <p>Some content removed; covered in SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>                                      |
| SISOSKT409A Apply intermediate cross country skiing skills                                |   |  |
| SISOSKT304A Guide day ski tours   | SISOSKT004 Lead skiing activities on easy cross country terrain | <p>N</p> <p>Title changed.</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>   |

| Previous Unit Code and Title<br>SIS10 V3.1  | Replacement Unit Code and Title<br>SIS V4.0                             | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|---|---|--|
| SISOSKT305A Apply snow craft skills for day touring                                   | SISOSKT003 Use snow craft skills for alpine touring                     | N<br>Title changed.<br>Two units merged:<br>SISOSKT305A Apply snow craft skills for day touring<br>SISOSKT408A Apply snow craft skills for overnight touring<br>Significant changes to performance criteria and knowledge evidence.                              |
| SISOSKT408A Apply snow craft skills for overnight touring                             |   |  |
| SISOSKT406A Demonstrate advanced cross country skiing skills                          | Deleted   |  |
| SISOSKT407A Overnight ski tour in difficult terrain using advanced ski touring skills | Deleted   |  |
| SISOSKT410A Guide overnight ski tours   | Deleted   |  |
| SISOSKT411A Instruct cross country skiing   | SISOSKT005 Lead skiing activities on intermediate cross country terrain | N<br>Title changed<br>Unit focuses on leadership skills at time of delivery; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence. |
| <b>Snorkelling</b>  |   |  |
| SISOSNK201A Demonstrate snorkelling activities  | SISOSNK001 Snorkel  | N<br>Title changed.<br>Unit now focuses on activity skills rather than planning; planning removed.   |

| Previous Unit Code and Title<br>SIS10 V3.1                                   | Replacement Unit Code and Title<br>SIS V4.0        | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|--|--|--|
|  |  | <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Rescue element removed, covered in SISCAQU002 Perform basic water rescues.</p> <p>First aid aspects removed, covered in HLTAID003 provide first aid.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOSNK302A Guide snorkelling  | SISOSNK002 Lead snorkelling activities             | N  |
| SISOSNK403A Instruct snorkelling skills                                      |  | <p>Title changed.</p> <p>Two units merged:<br/>SISOSNK302A Guide snorkelling<br/>SISOSNK403A Instruct snorkelling skills</p> <p>Unit focuses on leadership skills at time of delivery; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| <b>Surfing</b>   |  |  |
| SISOSRF201A<br>Demonstrate surf survival and self rescue skills              | Deleted  | Content for rescuing self covered in surfing activity units SISOSRF001, SISOSRF002 and SISOSRF003.   |
| SISOSRF202A<br>Demonstrate basic surfing manoeuvres in controlled conditions | SISOSRF001 Surf small waves using basic manoeuvres | <p>N</p> <p>Title changed.</p> <p>Surf conditions clarified in title and throughout unit.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>                             |

| Previous Unit Code and Title<br>SIS10 V3.1                     | Replacement Unit Code and Title<br>SIS V4.0                          | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent   |
|--|--|---|
| SISOSRF303A Perform intermediate level surfing manoeuvres      | SISOSRF002 Surf waves using intermediate manoeuvres                  | N<br>Title changed.<br>Surf conditions clarified throughout unit.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOSRF304A Perform simple rescues in moderate surf conditions | SISORSC007 Perform basic surf rescues                                | N<br>Title changed.<br>Unit recategorised to Rescue Operations.<br>Significant changes to performance criteria and knowledge evidence.  |
| SISOSRF305A Guide surfing sessions                             | SISOSRF004 Lead surfing activities, small waves and basic manoeuvres | N<br>Title changed.<br>SISOSRF305A Guide surfing sessions did not nominate water conditions or complexity of trips/sessions guided.<br>Unit focuses on leadership skills at time of delivery; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence. |
| SISOSRF406A Perform advanced level surfing manoeuvres          | SISOSRF003 Surf waves using advanced manoeuvres                      | N<br>Title changed.<br>Surf conditions clarified throughout unit.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.   |

| Previous Unit Code and Title<br>SIS10 V3.1                           | Replacement Unit Code and Title<br>SIS V4.0                          | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent  |
|--|--|--|
|  |  | Significant changes to performance criteria and knowledge evidence.  |
| SISOSRF407A Perform rescues in moderate to difficult surf conditions | Deleted  |  |
| SISOSRF408A Guide surfing trips                                      | Deleted  |  |
| SISOSRF409A Instruct basic to intermediate surfing skills            | SISOSRF004 Lead surfing activities, small waves and basic manoeuvres | N<br>Title changed.<br>One unit replaced with two to differentiate between basic and intermediate manoeuvres.<br>Units focus on leadership skills at time of delivery; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence. |
|  | SISOSRF005 Lead surfing activities, intermediate manoeuvres          |  |
| SISOSRF410A Instruct advanced surfing skills                         | SISOSRF006 Lead surfing activities, advanced manoeuvres              | N<br>Title changed.<br>Unit focuses on leadership skills at time of delivery; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence.  |
| <b>Stand up Paddle Boarding</b>                                      |  |  |
| New unit   | SISOSUP001 Paddle a stand up board on inland flatwater               |  |
| New unit   | SISOSUP002 Paddle a stand up board in small waves                    |  |
| New unit   | SISOSUP003 Paddle a stand up board in sheltered coastal waters       |  |

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|---|---|--|
| New unit  | SISOSUP004 Lead stand up paddle boarding activities on inland flatwater         |  |
| New unit  | SISOSUP005 Lead stand up paddle boarding activities on small waves              |  |
| New unit  | SISOSUP006 Lead stand up paddle boarding activities in sheltered coastal waters |  |
| <b>Motorcycling (off-road)</b>                                    |   |  |
| SISOTBR201A Select, set up and maintain an off-highway motorcycle | Deleted   |  |
| SISOTBR202A Demonstrate basic off-highway motorcycling skills     | Deleted   |  |
| SISOTBR303A Apply advanced off-highway motorcycling skills        | Deleted   |  |
| SISOTBR304A Guide off-highway motorcycle tours                    | Deleted   |  |
| SISOTBR405A Guide extended off-highway motorcycle tours           | Deleted   |  |
| SISOTBR406A Instruct basic off-highway motorcycling skills        | Deleted   |  |
| SISOTBR507A Instruct advanced off-highway motorcycling skills     | Deleted   |  |
| <b>Vertical Rescues</b>   |   |  |
| SISOVTR301A Perform vertical rescues                              | SISORSC002 Perform vertical rescues   | N<br>Unit recategorised to Rescue Operations.<br>Maintenance tasks removed, covered in SISXFAC001 Maintain equipment |

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|--|--|--|
|  |  | for activities, to be selected as required.<br>Significant changes to performance criteria and knowledge evidence.   |
| SISOVTR402A Perform complex vertical rescues                   | SISORSC003 Perform complex vertical rescues                    | N<br>Unit recategorised to Rescue Operations.<br>Maintenance tasks removed, covered in SISXFAC001 Maintain equipment for activities, to be selected as required.<br>Significant changes to performance criteria and knowledge evidence.                                |
| SISOVTR403A Instruct vertical rescue                           | Deleted  |  |
| <b>White Water Rescues</b>                                     |  |  |
| SISOWWR201A Demonstrate self rescue skills in white water      | SISORSC004 Self rescue in white water                          | N<br>Title changed.<br>Unit recategorised to Rescue Operations.<br>Unit reframed so that it can cover self rescues in different grades of rivers, 2, 3 & 4. Assessment can be contextualised to particular environments.<br>Significant changes to knowledge evidence. |
| SISOWWR302A Demonstrate white water rescues and recoveries     | SISORSC005 Rescue others in white water                        | N<br>Title changed.<br>Unit recategorised to Rescue Operations.<br>Unit reframed so that it can cover self rescues in different grades of rivers, 2, 3 & 4. Assessment can be contextualised to particular environments.<br>Significant changes to knowledge evidence. |
| SISOWWR403A Perform complex white water rescues and recoveries | SISORSC006 Lead and participate in complex white water rescues | N<br>Title changed.  |

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|---|---|---|
|   |   | <p>Unit recategorised to Rescue Operations.</p> <p>Rescues apply to grade 3 &amp; 4 rivers; no change.</p> <p>Unit now emphasises leadership role, prioritising and dealing with multiple rescue needs.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOWWR404A Instruct white water rescue                                       | Deleted   |   |
| <b>Yachting (windsurfing)</b>   |   |   |
| SISOYSA201A<br>Demonstrate basic sailboarding skills in controlled conditions | SISOWIN001 Windsurf in smooth water and light wind conditions | <p>N</p> <p>Title changed.</p> <p>Unit recategorised to Windsurfing.</p> <p>Water and wind conditions clarified in title and throughout unit.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Maintenance aspects removed, covered in SISXFAC001 Maintain equipment for activities, to be selected as required.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOYSA302A Apply enhanced windsurfing skills in moderate conditions          | Deleted   |   |
| SISOYSA303A Use a sailboard in stronger winds                                 | Deleted   |   |
| SISOYSA404A Use long boards in difficult conditions                           | Deleted   |   |
| SISOYSA405A Use short boards in difficult conditions                          | Deleted   |   |

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|---|---|--|
| SISOYSA406A Instruct windsurfing  | SISOWIN002 Lead windsurfing activities in smooth water and light wind conditions            | N<br>Title changed.<br>Unit recategorised to Windsurfing.<br>Unit focuses on leadership skills at time of delivery; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence.  |
| <b>Yachting (small boat)</b>  |   |  |
| SISOYSB201A<br>Demonstrate basic skills to sail a small boat in controlled conditions | SISOSAI001 Sail small boats in smooth water and light to moderate wind conditions           | N<br>Title changed.<br>Water and wind conditions clarified in title and throughout unit.<br>Unit recategorised to Sailing Small Boats.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Significant changes to performance criteria and knowledge evidence.                              |
| SISOYSB302A Sail a small boat in light to moderate conditions                         | SISOSAI002 Sail small boats in partially smooth water and moderate to fresh wind conditions | N<br>Title changed<br>Water and wind conditions clarified in title and throughout unit.<br>Unit recategorised to Sailing Small Boats.<br>Unit now focuses on activity skills rather than planning; planning removed.<br>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 & SISOPLN005.<br>Maintenance aspects removed, covered in SISXFAC001 Maintain equipment for activities and TLIB2119 |

| Previous Unit Code and Title<br>SIS10 V3.1                        | Replacement Unit Code and Title<br>SIS V4.0   | Comment in relation to previous version<br>E = Equivalent<br>N = Not Equivalent   |
|---|---|---|
|   |   | <p>Carry out maintenance of trailers, to be selected as required</p> <p>Content for using spinnakers and trapezes removed as not relevant to recreational use of small boats.</p> <p>Significant changes to performance criteria and knowledge evidence.</p>  |
| SISOYSB403A Sail a small boat in moderate and variable conditions | SISOSAI003 Sail small boats in open coastal waters and moderate wind conditions   | <p>N</p> <p>Title changed.</p> <p>Water and wind conditions clarified in title and throughout unit.</p> <p>Unit recategorised to Sailing Small Boats.</p> <p>Unit now focuses on activity skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Maintenance aspects removed, covered in SISXFAC001 Maintain equipment for activities and TLIB2119 Carry out maintenance of trailers, to be selected as required</p> <p>Content for using spinnakers removed as not relevant to recreational use of small boats.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |
| SISOYSB404A Instruct small boat yachting                          | <p>SISOSAI004 Lead sailing activities in smooth water and light to moderate wind conditions</p> <p>SISOSAI005 Lead sailing activities in partially smooth water and moderate to fresh wind conditions</p> <p>SISOSAI006 Lead sailing activities in open coastal waters and moderate wind conditions</p> | <p>N</p> <p>Title changed.</p> <p>Units recategorised to Sailing Small Boats.</p> <p>SISOYSB404A Instruct small boat yachting did not nominate water and wind conditions or complexity of skills under instruction. Therefore, three replacement units are listed here, to be selected as required.</p> <p>Units focus on leadership skills at time of delivery; planning removed</p>   |

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|--|---|---|
|  |   | <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, SISOPLN004 &amp; SISOPLN005.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> |

## Equine unit of competency Mapping

SISOEQU Equine units were updated and endorsed in 2017 prior to other outdoor recreation units. Equine units were housed in SIS V3.0.

**They are now brought forward to SIS V4.0 without any changes from version 3.0.**

| Previous Unit Code and Title<br>SIS10 V3.1            | Replacement Unit Code and Title<br>SIS V3.0 & SIS V4.0 | Comment in Relation to Previous Version (SIS10 V3.1)<br>E = equivalent<br>N = not equivalent  |
|---|--|---|
| <b>Equine (EQU)</b>                                   |  |   |
| SISOEQO201A Handle horses                             | SISOEQU001 Handle horses                               | <p>N</p> <p>Transportation removed from unit.</p> <p>Significant additions to performance criteria and knowledge evidence.</p>  |
| SISOEQO202A Demonstrate basic horse riding skills     | SISOEQU002 Ride horses using fundamental skills        | <p>N</p> <p>Title changed.</p> <p>All references to riding in open areas and on trails removed.</p> <p>Significant additions to performance criteria and knowledge evidence.</p> <p>Prerequisite added - SISOEQU001 Handle horses</p> |
| SISOEQO303A Conduct horse riding sessions in an arena | SISOEQU008 Instruct fundamental horse riding skills    | <p>N</p> <p>Title changed; previous unit was about instructing but not reflected in title; now aligns to riding Unit SISOEQU002.</p> <p>Two units merged:</p> <p>SISOEQO303A Conduct horse riding sessions in an arena and</p>        |
| SISSEQS303A Teach the fundamental skills of riding    |  |   |

| Previous Unit Code and Title<br>SIS10 V3.1                     | Replacement Unit Code and Title<br>SIS V3.0 & SIS V4.0 | Comment in Relation to Previous Version (SIS10 V3.1)<br>E = equivalent<br>N = not equivalent   |
|--|--|--|
|  |  | <p>SISSEQS303A Teach the fundamental skills of riding.</p> <p>Unit better focuses on instructional skills.</p> <p>Significant additions to performance criteria and knowledge evidence.</p> <p>Prerequisite added - SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities.</p> <p>Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.</p>          |
| SISOEQO304A Apply first aid for horses                         | Deleted  | Replaced by imported unit:<br>RGRPSH308 Provide first aid and emergency care for horses or other equines   |
| SISOEQO305A Ride horses in tracked areas                       | SISOEQU003 Ride horses on tracked trail rides          | <p>N</p> <p>Title changed to reflect unit content.</p> <p>Unit now focuses on riding skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, &amp; SISOPLN005, and SISOEQU010.</p> <p>Significant additions to performance criteria and knowledge evidence.</p> <p>Prerequisites now - SISOEQU001 Handle horses, and SISOEQU002 Ride horses using fundamental skills.</p> |
| SISOEQO306A Guide day horse trail rides in tracked areas       | SISOEQU005 Guide horse trail rides in tracked areas    | <p>N</p> <p>Title changed.</p> <p>Two units merged:</p> <p>SISOEQO306A Guide day horse trail rides in tracked areas</p>  |
| SISOEQO410A Guide overnight horse trail rides in tracked areas |  |  |

| <p>Previous Unit Code and Title<br/>SIS10 V3.1</p> | <p>Replacement Unit Code and Title<br/>SIS V3.0 &amp; SIS V4.0</p> | <p>Comment in Relation to Previous Version (SIS10 V3.1)<br/>E = equivalent<br/>N = not equivalent</p>  |
|--|--|--|
|  |  | <p>SISOEQO410A Guide overnight horse trail rides in tracked areas</p> <p>Unit covers guiding skills no matter what the duration of the trail ride.</p> <p>Unit now focuses on delivering the activity rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, in SISOPLN002, &amp; in SISOPLN005, and SISOEQU010.</p> <p>Campsite and temporary stop operation removed; covered in SISOFD003 Select, set up and operate a temporary or overnight site.</p> <p>Significant additions to performance criteria and knowledge evidence.</p> <p>Prerequisites added - SISOEQU001 Handle horses, and SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities.</p> <p>Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.</p> |
| <p>SISOEQO317A Supervise horse handling</p>        | <p>SISOEQU007 Instruct horse handling skills</p>                   | <p>N</p> <p>Title changed; previous unit was about instructing but not reflected in title.</p> <p>Unit better focuses on instructional skills</p> <p>Significant additions to performance criteria and knowledge evidence.</p> <p>Prerequisites added - SISOEQU001 Handle horses, and SISOEQU010 Identify hazards, assess and control</p>  |

| Previous Unit Code and Title<br>SIS10 V3.1                | Replacement Unit Code and Title<br>SIS V3.0 & SIS V4.0                         | Comment in Relation to Previous Version (SIS10 V3.1)<br>E = equivalent<br>N = not equivalent   |
|---|--|--|
|   |  | safety risks for horse handling and riding activities.   |
| SISOEQO407A Select horses for a program                   | SISOEQU015 Acquire and educate horses for sport or recreational programs       | <p>N</p> <p>Title changed to reflect unit content and industry applicability.</p> <p>Two units merged:</p> <p>SISOEQO407A Select horses for a program</p> <p>SISOEQO516A Manage the education of horses</p> <p>Significant additions to performance criteria and knowledge evidence.</p> <p>Prerequisites added - SISOEQU001 Handle horses, and SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities.</p>                 |
| SISOEQO516A Manage the education of horses                |  |  |
| SISOEQO408A Determine nutritional requirements for horses | SISOEQU014 Determine nutritional requirements for sport or recreational horses | <p>N</p> <p>Title changed to reflect industry applicability.</p> <p>Significant additions to knowledge evidence.</p>   |
| SISOEQO409A Train and condition horses                    | SISOEQU013 Condition horses for sport or recreational performance              | <p>N</p> <p>Title changed to reflect unit content which is about conditioning of horses, not behavioural or discipline-specific training; also to reflect industry applicability.</p> <p>Performance criterion relating to transportation removed.</p> <p>Significant changes to knowledge evidence.</p> <p>Prerequisites added - SISOEQU001 Handle horses, and SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities.</p> |

| Previous Unit Code and Title<br>SIS10 V3.1                    | Replacement Unit Code and Title<br>SIS V3.0 & SIS V4.0     | Comment in Relation to Previous Version (SIS10 V3.1)<br>E = equivalent<br>N = not equivalent   |
|---|--|--|
| SISOEQO411A Ride horses in remote areas                       | SISOEQU004 Ride horses on untracked trail rides            | <p>N</p> <p>Title changed to reflect unit content</p> <p>Unit now focuses on riding skills rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, &amp; SISOPLN005, and SISOEQU010.</p> <p>Significant additions to performance criteria and knowledge evidence.</p> <p>Prerequisites now - SISOEQU001 Handle horses, and SISOEQU002 Ride horses using fundamental skills.</p> <p>Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.</p> |
| SISOEQO412A Manage horse illness and injuries in remote areas | SISOEQU011 Manage horse illness and injury in remote areas | <p>N</p> <p>Minor change to title.</p> <p>Performance criterion relating to cast horse removed.</p> <p>Performance criterion for euthanasia refocused.</p> <p>All references to first aid removed; unit refocused to provision of emergency treatment.</p> <p>Significant changes to performance criteria and knowledge evidence.</p> <p>Prerequisite updated to-RGRPSH308 Provide first aid and emergency care for horses or other equines</p>  |
| SISOEQO413A Guide trail rides in remote areas                 | SISOEQU006 Guide horse trail rides in untracked areas      | <p>N</p> <p>Title changed to reflect unit content.</p>   |

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|--|--|---|
|  |  | <p>Unit covers guiding skills no matter what the duration of the trail ride.</p> <p>Unit now focuses on delivering the activity rather than planning; planning removed.</p> <p>Planning skills for leaders covered in SISOPLN001, SISOPLN002, &amp; SISOPLN005, and SISOEQU010.</p> <p>Selection of temporary stops removed; covered in SISOFD003 Select, set up and operate a temporary or overnight site.</p> <p>Significant additions to performance criteria and knowledge evidence.</p> <p>Prerequisites added - SISOEQU001 Handle horses, and SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities.</p> <p>Unit Release 2. No change to unit content from Release 1; mapping updated for accuracy.</p> |
| SISOEQU0414A Instruct horse riding and handling skills | SISOEQU0009 Instruct the advancement of recreational horse riding skills | <p>N</p> <p>Title changed to reflect unit content.</p> <p>Content for horse handling removed; instructing in handling covered in:</p> <p>SISOEQU007 Instruct horse handling skills</p> <p>Significant additions to performance criteria and knowledge evidence.</p> <p>Prerequisites added - SISOEQU008 Instruct fundamental horse riding skills, and SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities.</p>  |

| Previous Unit Code and Title<br>SIS10 V3.1                     | Replacement Unit Code and Title<br>SIS V3.0 & SIS V4.0  | Comment in Relation to Previous Version (SIS10 V3.1)<br>E = equivalent<br>N = not equivalent  |
|--|---|---|
| SISOEQO418A Apply anatomy and physiology to Equine performance | SISOEQU012 Assess horses for sport or recreational performance  | N<br>Title changed to better reflect intent of the Unit also to reflect industry applicability.<br>Assessing physiological capacity and health of horses removed; requires considerable specialist knowledge far exceeding scope of the unit.<br>Prerequisites added - SISOEQU001 Handle horses, and SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities. |
| SISOEQO515A Manage stable maintenance                          | Deleted   | Replaced by imported unit:<br>ACHPHR407 Implement an Equine facility maintenance, improvement and management program.   |
| New Unit   | SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities | New Unit<br>Covers the processes necessary to manage the significant safety risks associated with horse handling, instructing, coaching, guiding and riding activities.   |

## Appendix E: Units of Competency and Assessment Requirements explained

Each unit of competency follows this format:

|                          |   |
|--------------------------|---|
| <b>UNIT CODE</b>         | <p>Units are coded in sequence from 001 onwards, for example:<br/>SISOKYK001 Paddle a kayak on inland flatwater<br/>SIS = Training Package identifier, (Sport, Fitness and Recreation)<br/>O = Unit Sector (Outdoor Recreation)<br/>KYK = Competency Field (Kayaking).</p> <p>Version indicators, A, B etc., are no longer included. Subsequent versions of units of competency will be given a new and unique code.</p> <p>Codes do not contain an AQF indicator. Units do not have an AQF level; qualifications do. Inclusion can cause confusion for RTO users when selecting electives and RTO auditors when checking compliance with packaging rules. Some can believe, for example, that a unit with an AQF indicator 3 or 4 should not or cannot be packaged within a Diploma. To identify complexity of a unit:</p> <ul style="list-style-type: none"> <li>• read the unit in entirety to ascertain the complexity of skills and knowledge covered</li> <li>• read the Application Statement which describes to whom the unit applies.</li> </ul> |
| <b>UNIT TITLE</b>        | <p>Titles tell the user, at a glance, what the unit is about and describe the skill succinctly in workplace and skill based language. For example, <i>Plan activity sessions</i>.</p>   |
| <b>APPLICATION</b>       | <p>This statement introduces the unit, assists users to understand its complexity and includes this information:</p> <ul style="list-style-type: none"> <li>• a brief description of unit content and its complexity</li> <li>• types of organisations to which the unit applies</li> <li>• who performs the function described by the unit and at what level of workplace responsibility</li> <li>• the unit's relationship to any specific occupational licensing, certification or laws; where none exist this is stated.</li> </ul>   |
| <b>PREREQUISITE UNIT</b> | <p>Prerequisites are applicable when competency cannot be achieved in the unit without first gaining essential knowledge and skills from other units(s).</p> <p>Where there is a prerequisite unit, the code and title are shown. Where none exist, the entry is shown as "Nil".</p>  |
| <b>COMPETENCY FIELD</b>  | <p>Units are divided into a number of fields which describe like functions, e.g. Outdoor Recreation Planning, and activity types, e.g. Abseiling.</p>   |
| <b>UNIT SECTOR</b>       | <p>Units are categorised according to the industry sector to which it applies. These are Community Recreation, Fitness, Outdoor Recreation, Sport and Cross-Sector.</p>   |
| <b>ELEMENTS</b>          | <b>PERFORMANCE CRITERIA</b>   |

|  |   |
|--|---|
| Elements break down and describe the key outcomes which make up the unit of competency | Performance Criteria describe the performance needed to demonstrate the achievement of the element – breaks down the element into smaller measurable “tasks”. |
|--|---|

### **FOUNDATION SKILLS**

This section describes language, literacy, numeracy and employment skills that are essential to performance and which must be assessed along with technical skills. This field lists these some or all of these skills:

- reading
- writing
- oral communication
- numeracy
- learning
- problem-solving
- initiative and enterprise
- teamwork
- planning and organising
- self-management
- technology

They will only be described in this section if they are not explicit within the Performance Criteria or where a more detailed explanation will assist trainers and assessors to understand the specific requirements and level of skill required.

### **RANGE OF CONDITIONS**

This is an optional field in units. If used, the Range of Conditions cannot provide long explanatory lists of things that might apply. It is not used in the way that Range Statements were previously.

If used, anything identified is mandatory for performance and, therefore, must be assessed.

No outdoor recreation units include Range of Conditions.

|                                 |  |
|---------------------------------|--|
| <b>UNIT MAPPING INFORMATION</b> | Specifies the code and title of any equivalent unit of competency from the previous training package. If the unit has been determined as not equivalent, the entry is shown as “No equivalent unit.” |
| <b>LINKS</b>                    | This provides a hyperlink to the Companion Volume Implementation Guide   |

Each Assessment Requirements follows this format:

|                              |   |
|------------------------------|---|
| <b>TITLE</b>                 | Assessment Requirements for [Unit of Competency Code and Title]   |
| <b>PERFORMANCE EVIDENCE</b>  | <p>Performance Evidence specifies the mandatory:</p> <ul style="list-style-type: none"> <li>• types of product and process evidence</li> <li>• frequency and or volume of product or process evidence</li> </ul> <p>Sufficiency of evidence is described along with the ability to adapt to different circumstances and perform tasks consistently.</p> <p>In other words, it describes what an individual has to do to prove they:</p> <ul style="list-style-type: none"> <li>• are competent in the unit (e.g. prove they can facilitate adventure-based learning activities)</li> <li>• can complete all the tasks described by the performance criteria</li> <li>• have all the necessary foundation skills</li> <li>• can consistently demonstrate the outcomes</li> <li>• can adapt to different situations.</li> </ul> <p>Performance Evidence statements stipulate the type and amount of evidence that a learner must provide and an assessor must collect. The requirements for assessment are clear, measurable, auditable and standardised across all RTOs.</p> |
| <b>KNOWLEDGE EVIDENCE</b>    | <p>Knowledge Evidence specifies:</p> <ul style="list-style-type: none"> <li>• what the individual must know in order to effectively complete the work task described in the unit of competency</li> <li>• the breadth and depth of what the individual must know</li> <li>• the amount of evidence that must be collected.</li> </ul> <p>Knowledge Evidence relates directly to the performance criteria.</p>   |
| <b>ASSESSMENT CONDITIONS</b> | <p>This field stipulates mandatory conditions for assessment. It lists all the things that an RTO must provide. It can specify:</p> <ul style="list-style-type: none"> <li>• where the assessment must take place, the physical environment and can indicate whether a simulated environment is allowed</li> <li>• equipment and consumable resources that must be provided for assessment</li> <li>• workplace documents that must be provided, e.g. procedures, activity plans</li> <li>• other people who must be present during assessment</li> <li>• the competency requirements for assessors including requirements for industry experience.</li> </ul> <p>These statements are tailored to each unit of competency.</p>   |
| <b>LINKS</b>                 | This provides a hyperlink to the Companion Volume Implementation Guide.   |