



**SKILLSIQ**

CAPABLE PEOPLE MAKE CLEVER BUSINESS

# Summary of Changes

## Draft 1 to Draft 2

February 2019



## Summary of changes, Draft 1 to Draft 2

### Global issues

A number of global issues were raised in comments with diverse and sometimes contradictory viewpoints expressed. These were referred to the Technical Advisory Committee (TAC) for resolution.

#### Guide and Instruct units

Draft 1 proposed the deletion of multiple Guide and Instruct units in favour of two units which could be contextualised to different activities. There was significant objection to this proposal.

The individual units, once achieved in lower level qualifications could not be repeated in higher qualifications as learners select a broader range of activity specialisations.

Employers and RTOs do not consider that leadership skills are transferable across activity types and the different environments in which those activities are delivered.

They want to ensure that learners are assessed leading groups in the absolute context of each activity and environment so that the complexities involved are tested. For example, cycling and kayaking are quite different; on and off road cycling are different; kayaking on flatwater is different to grade 2 rivers. Group management of the participants will vary.

Draft 2 includes a leadership unit that matches every activity unit, for example

- SISOKYK003 Paddle a kayak on grade 2 rivers
- SISOKYK007 Lead kayaking activities on grade 2 rivers

#### Prerequisite units

Draft 1 nominated very few prerequisite units. There was a diverse response. Some asked for prerequisites to be added, up to five for a secondary unit. Others asked for removal. Many suggested co-requisites but training packages cannot nominate these.

Minimal prerequisites have been nominated in draft two 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 and forces all RTOs to sequence delivery in the same way, despite diverse course content, learner and industry needs.

Minimising prerequisites allows for sensible holistic delivery and assessment, e.g. concurrent delivery and assessment of navigation with bushwalking.

Comments clearly indicated that RTO and other users see a natural lineage of units and that they would not offer an illogical pattern, as this would not benefit the student or trainers and assessors.

#### Requirements for assessments using “real” clients

There was some suggestion to mandate the presence of real clients as participants during activity sessions, and their involvement in program or activity session planning.

Draft 2 does not mandate the use of real clients for any unit.

Many units require people interaction during assessments and the learner’s ability to interact would be tested. Any additional requirement adds no real value.

The exact definition of a “real” client or “real” participant would be problematic because training packages must be prescriptive and cannot provide advisory statements. Any such statements may be complex and hard to interpret for RTOs and auditors. The criteria applied may not reflect all circumstances that occur across a range of industry settings. For example, the criteria could be based on paying clients which suits some Outdoor Recreation sectors and operators but not all.

Any requirement may create unnecessary operational barriers for RTOs. Industry wants to encourage the offering of units and qualifications, not deter RTOs from delivering because of operational constraints.

RTOs can choose to use “real” clients, if they prefer and if it suits local and sectoral circumstances.

### Indigenous unit

Stakeholders were asked, during consultation, if there was a need to create a new core or elective unit focussing on outdoor recreation operator interaction with Indigenous communities and heritage and cultural sites. There was no consensus.

Draft 2 includes does not include an individual unit.

Additional or strengthened content is in the following units:

- SISOPLN002 Plan outdoor activity sessions
- SISOPLN003 Develop outdoor recreation programs
- SISOPLN006 Plan for minimal impact
- SISOFD002 Minimise environmental impact

These units require knowledge of impacts on heritage and cultural sites, including those of significance to Indigenous communities. Knowledge also covers any requirements for owner or custodian permissions as well as the use of any codes of practice.

### Assessor requirements

Assessor requirements are covered on a unit by unit basis. Draft 1 included a requirement for assessors to meet the requirements of the Standards for Registered Training Organisations assessors and:

*have at least three years' experience as a xx where they have applied the skills and knowledge covered in this unit of competency*

Some stakeholders commented that this requirement was not easily measurable (or auditable) because the outdoor recreation industry often engages workers both full and part time.

There was general agreement that some requirement for workplace experience should be retained, noting that the Standards for RTOs are silent on this matter.

Draft 2 clarifies by stating:

*have a collective period of at least three years' experience as a xx 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.*

In Draft 2, for some units, the requirement is not linked to experience as an outdoor leader. Other experience can be relevant, e.g.as a rescue operator, rope and belay rigger.

## Qualifications

Disparate comments on qualifications were also referred to the TAC for resolution.

### First aid as a core or an elective

Draft 1 qualifications included *HLTAID003 Provide first aid* and *SISOFLD006 Provide first aid in remote locations* as general electives:

There were diverse views; include in core, include in general electives, include in a group forcing selection of one or the other, make units an entry requirement. There was no consensus.

Draft 2 retains the units as general electives.

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. They clearly indicated that they would provide first aid training as part of their course offering.

First aid units are regularly updated (and an update is imminent) in response to changing medical guidelines. If housed in the core, or a forced elective group, RTOs must deliver the outdated unit and outdated practices. This is detrimental to learners and industry.

A qualification update to include, as core, the most current first aid units triggers a complex and problematic administrative issue detrimental to RTOs. This does not happen if first aid units remain as general electives. They remain “silent units”. RTOs can choose current units as “open electives” which can be “selected from any other current Training Package.”

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.

### Entry requirements for qualifications

There was some comment, but not a significant amount, that entry requirements should be mandated. Some people suggested a progressive entry requirement from CII right through to Diploma, others from CIII to IV and others from CIV to Diploma. Some suggested a period of industry experience after achieving a qualification.

Draft 2 qualifications retain direct entry.

Entry requirements can create barriers and lead people away from enrolling. Outdoor Recreation qualifications already have, by comparison to other industries, fairly low enrolments. Industry wants to promote not deter enrolment.

Some students prefer to enrol directly into a higher level qualification; some want formal recognition of their existing skills and might choose to gain a higher level qualification through a recognition process. Both cohorts can achieve embedded foundational units before progressing to more complex skills during the life of the qualification.

In the main, qualifications are bringing forward units from lower qualifications to higher, allowing for exit points.

For Outdoor Recreation, entry requirements have no value in simplifying qualification structures by excluding units covered by a lower level qualification. Removing some in favour of an entry requirement would not be possible as it is not possible to predict which activity groups would have been chosen in a lower level qualification. Maximum flexibility in choice of electives needs to be retained in higher qualifications in order that students, RTOs and employers can select multiple activity types to meet employment outcomes.

### Flat qualification progression

There was some comment that qualifications did not show a sufficient progression from lower to higher order skills.

Core units in each do progress the learner from basic (CII), to operational (CIII), to senior or supervisory (CIV) and then to operational management level (Diploma).

In conjunction with activity specific and general electives available at each level, the integrity of each qualification against AQF specifications is maintained.

The progression has been amended slightly so that 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. 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”.

Some activity groups have been removed from Certificate III, 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.

### Overarching changes to qualifications

References to guides and instructors have been removed and a full explanation will be provided in the Companion Volume Implementation Guide (CVIG)

References to controlled and uncontrolled environments have been removed because definitions of what constitutes each can vary; these will be canvassed in the CVIG.

Numbers for core and elective units have changed in some qualifications.

Leadership units have been added to each specific activity group.

Some navigation units have been adjusted so they better relate to the activity and environment.

As above, progression from one to another varies from Draft 1.

Additional units have been added to the elective pool.

### Skill Sets

SIS10 includes 78 Outdoor Recreation Skill Sets. The vast majority have had very low or nil take-up over multiple years. There was no significant objection to the deletion of most of these Skill Sets.

The following Skill Sets are included in Draft 2:

- Alpine Activities Leader
- Artificial Abseiling
- Artificial Climbing
- Challenge Ropes Course Leader
- Challenge Rope Course Supervisor
- Tracked Horse Trail Ride Guiding
- 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.

Because leadership units have been developed to match activity units, the following Draft 1 Skill sets have been deleted:

- Outdoor Recreation Guiding
- Outdoor Recreation Instruction

RTOs can choose to deliver any group of training package units to meet an identified commercial or client employer need. These groupings do not have to be formally identified as a training package Skill Set.

## Units of competency

### Titles

Some titles have been changed for technical accuracy or to better describe the applicable environment. For example:

- *Ride bicycles on intermediate off road trails* to *Ride off road bicycles on intermediate trails*
- *Paddle a canoe on grade 1 rivers* to *Paddle a canoe on moving water up to grade 1 rivers*
- *Bushwalk in extremely difficult tracked environments* to *Bushwalk in extremely difficult tracked and untracked environments*

### Application Statements

Some application statements have been changed to better describe the environment or worker. For example, navigation units speak of track (grade) types and units for rigging ropes mention riggers as well as activity leaders.

### Elements and Performance Criteria

Elements and performance criteria have been refined to incorporate better technical language.

Some units have additional or split performance criteria.

### Knowledge Evidence

Unnecessary detail has been removed, e.g. specific parts of a canoe, kayak, raft and windsurfing rigs and types of specific safety checks.

In certain units, detailed knowledge of equipment is required and has been retained, e.g. for rigging of ropes and belays. In these units, knowledge requirements are even more specific to particular rigging or belay types.

Knowledge has been refined to incorporate better technical language.

### Performance Evidence

Clarity of requirements provided for:

- exact numbers of assessment events, e.g. total number of rescues
- duration of activity sessions, e.g. two hours, overnight or extended trips for bushwalking
- types of techniques to be used, or choice from a list, or choice applicable to specific craft type e.g. paddling strokes, applicability to sit in or sit on top kayak

Some requirements removed for assessment to be completed at different sites, on different rivers, from different types of boats etc.; therefore removing barriers to assessment.

References to scenarios removed and rehoused in Assessment Conditions.

### Assessment Conditions

Some environments for assessment better described, e.g. canyons, abseiling, alpine environments.

Requirements for scenario based assessments better described.

Simulated activities better described and requirements to use experienced operators during rescues removed.

Some equipment lists changed to remove unnecessary equipment, e.g. knives for SCUBA diving, gloves for abseiling.

For water based activities, lifejackets referenced rather than personal flotation devices.

### Additional changes to specific units

#### Challenge course (ropes) units

- have reverted to specific units for low and high elements – lead and supervise
- refer to challenge courses and low and high elements rather than ropes
- inspection rather than maintenance tasks better described.

#### Canyoning units

- now not defined by single and multi pitch but by difficulty of canyon environment - easy to intermediate canyons and intermediate to advanced canyons
- include requirements for wet and dry canyons.

#### Abseiling, Caving, Canyoning, Climbing and Rigging Units

- types of applicable rope and belay systems clarified throughout units – performance criteria, performance and knowledge evidence
- there are some additional performance evidence requirements that relate to self arrests and self rescues when abseiling and climbing
- for rigging, knowledge requirements are more specific to particular anchors, rigging or belay types
- requirements for use of knots clarified - for load and function within the belay system.

#### Field operations – navigation units

- navigation units linked to track types in Application Statement and Assessment Conditions.
- SISOFD006 Navigate in tracked environments, title changed and unit made broad so can apply to both land based tracks and waterways
- SISOFD008 Navigate in extremely difficult tracked and untracked environments – title changed and unit applicable to a broader range of environments.

#### Fishing units

Additional items added to Knowledge Evidence - biosecurity and regulatory requirements.

#### Kayaking and Sea Kayaking units

Both sit in and sit on top (SOT) kayaks are regularly used in certain environments. The following list of Draft 2 units have been amended so units can apply to both sit in and SOT. Assessment can be contextualised to one or both.

- SISOKYK001 Paddle a kayak on inland flatwater
- SISOKYK002 Paddle a kayak on moving water up to grade 1 rivers
- SISOKYS001 Paddle a sea kayak in enclosed waters
- SISOKYS002 Paddle a sea kayak in sheltered coastal waters

#### SCUBA units

Mandatory requirements for use of dive tables removed.

#### Stand up paddle boarding

A new set of units has been developed.