

Outdoor Recreation and Leadership qualifications: Summary of proposed changes

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Outdoor Recreation and Leadership qualifications: Summary of proposed changes

Project background

The Outdoor Recreation and Leadership sector employs between 16,000 and 30,000 people across camps, outdoor education, recreation and adventure tourism, contributing more than \$11 billion annually to the Australian economy. Employment in the sector is projected to grow by 10.1% over the next decade, yet persistent issues of casualisation, high turnover, and reliance on volunteer-support compromise workforce sustainability. Recently, a Functional Analysis process was undertaken, which incorporated subject matter expert (SME) workshops, stakeholder surveys, desktop research and semi-structured interviews. This work identified that some of the current vocational and educational training (VET) structures and Outdoor Recreation and Leadership products no longer adequately reflect the sector's current safety standards, or the needs of employers and diverse learners. You can find the [Functional Analysis Report](#) published on the project page on the HumanAbility's website.

About the project

This project is part of HumanAbility's suite of training product development initiatives aimed at ensuring qualifications, skill sets and units remain current, industry-relevant and responsive to emerging workforce needs. A Technical Committee, drawing on expertise across industry, regulatory and provider domains, has guided the development of the draft training products. A consultation log will be maintained and published on our HumanAbility website to ensure transparency and traceability of stakeholder feedback and project responses following the public consultation. Once stakeholder feedback is considered and revisions incorporated, where compliant with the Training Package Organising Framework (TPOF), the final drafts will be submitted for endorsement and, if approved, implemented and published on the National Training Register.

Project scope

This current project seeks to review the following Outdoor Recreation and Leadership training products:

- SIS20419 Certificate II in Outdoor Recreation
- SIS30619 Certificate III in Outdoor Leadership
- SIS40621 Certificate IV in Outdoor Leadership
- SIS50421 Diploma of Outdoor Leadership

The review process builds on the functional analysis findings to review the 195 units of competency and 7 skill sets:

- SISSS00120 Alpine Activities Leader
- SISSS00125 Tracked Horse Trail Ride Guiding
- SISSS00136 Artificial Abseiling
- SISSS00137 Artificial Climbing
- SISSS00138 Challenge Course Leader
- SISSS00139 Challenge Course Supervisor
- SISSS00140 Wilderness First Aid

This review considers the current and emerging needs of the Outdoor Recreation and Leadership sector, whilst aligning with the Australian Government's [VET Qualification Reform](#) agenda to strengthen VET employment pathways. It considers the alignment of the qualifications with adjacent sectors such as sport, recreation, education, and community services, to ensure portability and mobility across the workforce. By strengthening career pathways and clarifying role distinctions, the project aims to address workforce shortages in outdoor education, adventure tourism and community programs, whilst enhancing the capacity of the sector to contribute to the growth of national skills and inclusion priorities.

Summary of proposed changes

This summary of the proposed changes aims to inform stakeholders of the proposed changes under consideration, in preparation for the upcoming public and government consultation period for this project. It provides:

- an overview of the project's scope, including the purpose of the affected qualification/s
- a summary of the proposed changes to the qualification/s, unit/s of competency and skill set/s
- the consultation plan and the next steps.

The aim is to ensure that stakeholders possess a clear and comprehensive understanding of the proposed revisions, the rationale informing these changes and the ways in which they can make a meaningful contribution to shaping the future direction of these training products throughout the consultation process.

Key issues identified

Stakeholder feedback identified several issues within the current qualifications that limit their effectiveness, coherence and alignment with industry needs. Firstly, there is extensive duplication across units, particularly in activity areas such as canoeing and kayaking, equine handling and riding and abseiling and climbing. This overlap creates confusion for learners and registered training organisations (RTOs), increases the administrative and assessment burden and obscures clear pathways and progression between qualification levels. Secondly, terminology is applied inconsistently, especially in differentiating between “assist,” “guide,” and “lead” roles. This inconsistency diminishes clarity regarding role expectations and progression, leading to repeated content and difficulties for RTOs, assessors and employers in interpreting competence, ensuring safety and maintaining industry alignment. Thirdly, many units lack explicit focus on psychosocial safety and inclusive facilitation, leaving gaps in addressing contemporary workforce requirements. Fourth, progression between qualifications is unclear, as content is often repeated rather than scaffolded, weakening developmental continuity across levels. Finally, elective packaging rules are overly complex and inconsistent, with limited connection to defined job outcomes, making them difficult for learners, RTOs, and employers to interpret and apply effectively.

Recommendations

Recommendation A – Consolidation of activity-based units

Stakeholders recommended that overlapping activity units be merged into broader groups. A suite of environment-based groups was adopted to reflect the natural contexts in which outdoor recreation activities take place, such as “Rock & Rope”, “Water” and “Track & Trail”. Within each environment group, activities are structured according to technical complexity, ensuring a pathway from beginner to advanced practice.

Rationale

- Reduction of duplication: Combining multiple activity-specific units into broader environment-based units eliminates unnecessary repetition whilst maintaining important distinctions between participant and leader roles.
- Mobility across environments: Learners gain the ability to apply their skills in multiple, related contexts.
- Alignment with national standards: The environment-based framework mirrors the structure of the Australian Adventure Activity Standard (AAAS), ensuring consistency with current sector expectations and safety benchmarks.

- Clarity of progression: Tiered levels of technical complexity provide a clear pathway for learners, training providers and employers, from foundational through to advanced capabilities.
- Support for sector relevance: By focusing on environments rather than specific activities, the units remain flexible and adaptable to emerging practices and sector trends, without requiring the continual redevelopment of discrete activity units.

Recommendation B – Introduction of leadership and inclusion core units

Stakeholders recommended that leadership, facilitation, psychosocial safety and inclusive practice be embedded as core requirements across all Australian Qualification Framework (AQF) levels within the Outdoor Recreation and Leadership qualifications. This ensures that every learner, regardless of their entry point, develops a foundational and progressively advanced capability to lead and support diverse groups in safe, inclusive and culturally responsive ways.

Rationale

- Alignment with the national VET Reform principles: Embedding these units responds to VET reform principle 4, which highlights learner focus and holistic skill development. This ensures that the qualifications build both technical expertise and interpersonal capability.
- Workforce readiness and sector alignment: Stakeholders identified leadership and inclusion as essential capabilities. Incorporating these foci into core units ensures graduates are work-ready and equipped with transferable skills that apply across multiple roles and environments.
- Consistency in safety and group management: The revised leadership units strengthen physical safety and dynamic group management practices, ensuring leaders can anticipate and respond to environmental and participant risks in real time. For example, *SISORL00M Lead outdoor recreation activities* integrates real-time group management, participant supervision, environmental monitoring and dynamic safety leadership
- Cultural responsiveness and inclusivity: By embedding inclusive practice, graduates are better prepared to work with participants from diverse cultural, social and ability backgrounds. This supports equity of access and aligns the sector with broader community expectations of cultural safety and respect.
- Progressive leadership capability: Core leadership and facilitation skills are introduced at Certificate II level and then strengthened at each subsequent AQF level. This provides a clear developmental pathway that mirrors the increasing complexity of environments and responsibilities.

Recommendation C – Revised packaging rules with specific streams

Stakeholders recommended that the packaging rules be revised to introduce a more flexible and modular structure. Core units, which include leadership, facilitation, safety, planning and risk management, are compulsory across all qualification levels to ensure a consistent level of capability. Learners build this foundation by selecting environment-specific options, enabling them to focus on contexts such as water, rock and rope, or track and trail.

In addition, learners can choose units from employment streams, such as centre-based learning programs or expedition-focused practice, which provides them with clear pathways into relevant roles. Finally, navigation and rescue skills are embedded progressively across all levels of qualifications. This ensures that technical rescue capabilities develop alongside increasing leadership responsibility, reinforcing both safety and readiness for complex outdoor environments.

Rationale

- Transparency and clarity: The modular structure provides clear guidance for learners, RTOs, and employers. It clarifies how units fit together, reducing confusion about progression and demonstrating the value of each qualification.
- Tailoring employment outcomes: By introducing employment-specific streams, learners can align their training with sector pathways, whether working in centre-based recreation programs, guiding expeditions, or pursuing other specialist roles.
- Support for emerging skills: The modular design allows for the incorporation of new and evolving skills without disrupting the foundational environment groupings. This ensures that the qualifications remain contemporary and responsive to sector change.
- Preservation of foundational environments: The environment-based groups maintain the integrity of core technical skills, whilst streams and core units provide scope for advanced specialisation.
- Progressive skill development: Embedding navigation and rescue across levels ensures learners develop these essential capabilities incrementally. This strengthens safety outcomes and builds confidence for participants and leaders.

Recommendation D – CVIG guidance for terminology and scope

Stakeholders recommended that the proposed Companion Volume Implementation Guide (CVIG) include additional directions to clarify the use of terminology across the Outdoor Recreation and Leadership training products. This guidance addresses overlapping or inconsistent terms such as “guide”, “leader”, “assistant”, and the use of the term “clients” versus “participants”.

Rationale

- Clarifying terminology in the CVIG: This clarification of terminology ensures consistency, provides clear guidance on terminology use, and reduces ambiguity for students and the broader sector.
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Adherence to the National VET Qualification Reform Agenda

Sector alignment

Units of competency have been streamlined to reduce unnecessary variation and duplication whilst aligning closely with real jobs and everyday workplace tasks. This aligns with VET Qualification Reform principle 2 (sector relevance) by ensuring qualifications reflect authentic workplace tasks and AAAS standards, and principle 6 (efficiency and streamlining) by consolidating overlapping units to meet sector needs.

Clearer progression pathways

The structure has been revised to scaffold learning across the qualifications, providing clear progression in both technical and leadership complexity. This approach assists learners to understand how foundational skills progress into advanced program management and leadership capabilities at higher levels. This aligns with VET Qualification Reform principle 3 (clarity of progression and pathways) by providing transparent scaffolding across the qualification suite and principle 1 (learner pathways and needs) by supporting learner choice and mobility across the qualifications.

Efficiency and clarity

Duplication has been minimised through the consolidation of overlapping roles and activity units, while the introduction of clearer packaging rules enhances consistency for RTOs and transparency for learners, resulting in qualifications that are more efficient to deliver and easier to interpret. This aligns with VET Qualification Reform principle 6 (efficiency and streamlining) by reducing duplication and merging overlapping roles to simplify qualification use and principle 7 (flexibility) by ensuring that packaging rules can adapt to diverse learner and employer contexts.

Flexibility for emerging skills

The introduction of flexible environment-based streams enables new and emerging practices to be incorporated without disrupting the core qualification structure, ensuring programs remain responsive to sector change whilst preserving clear and consistent learning pathways. This reflects VET Qualification Reform principle 7 (flexibility) by enabling rapid adaptation to specialisations and

new practices, and principle 5 (evidence-based access and future skills) by embedding emerging capabilities identified through functional analysis and stakeholder feedback.

Strengthened leadership and inclusion

Core units in leadership, facilitation and psychosocial safety are embedded across each qualification level to ensure every graduate develops capabilities in group management, inclusive practice, and safe facilitation. These skills are regarded by the sector as essential, as they strengthen learner confidence, employability and readiness for diverse workplace contexts.

The inclusion of these core areas strengthens the overall intent of the qualifications by embedding essential capabilities that reflect both learner and industry priorities. It also aligns with VET Qualification Reform principle 4 (learner focus and holistic skills), by embedding psychosocial safety, facilitation and inclusive practice as core learner outcomes, and principle 5 (evidence-based access and future skills), by responding to sector demand for inclusive practice.

Pathway mobility across sectors

Connections with related qualifications in sport, recreation, and community services have been strengthened to facilitate smoother cross-sector transitions, expand career pathways, and better align with workforce needs across interconnected industries. This aligns with VET Qualification Reform principle 1 (learner pathways and needs) by enhancing cross-sector mobility, and principle 3 (clarity of progression and pathways) by ensuring learners can transfer skills and advance through multiple career pathways.

SIS20419M Certificate II in Outdoor Recreation

The proposed SIS20419M Certificate II in Outdoor Recreation focuses on preparing learners for safe participation in outdoor recreation support roles. It is positioned as an entry-level qualification that supports further progression into the SIS30619M Certificate III in Outdoor Leadership. The following table highlights some of the key differences between the current qualification and the proposed qualification.

Table 1. SIS20419M Certificate II – current vs proposed changes

Area of change	Current Certificate II (SIS20419)	Proposed Certificate II (SIS20419M)
Core units	4 core units	8 core units
Electives	7 electives	4 electives
Safety & navigation	Elective in most cases	Core
Inclusion & psychosocial safety	Not explicit	Core
Qualification purpose	Leads to basic activity assistance with limited clarity	Explicitly framed as support role, not independent leadership
Pathways	Limited link to higher AQF levels	Clearer progression pathways

Summary of proposed changes

The purpose of the SIS20419M Certificate II in Outdoor Recreation has been reframed to provide a clearer and more realistic entry point into the sector, reflecting contemporary workforce needs and stakeholder feedback. It is now positioned as a pre-employment and participation qualification, focused on developing foundational skills in safety, inclusion, teamwork and employability and building learner confidence and job readiness. This shift addresses stakeholder concerns that graduates were previously employed or positioned in roles beyond their capability.

As one stakeholder noted, “Certificate II is not bad; it’s that we rely on it too much and expect too little from it.” The expanded core strengthens consistency across RTO delivery and ensures learners gain essential baseline knowledge before progressing into higher-level qualifications. These changes were shaped by extensive stakeholder feedback and respond directly to findings outlined in the *HumanAbility Outdoor Recreation Functional Analysis Report* and the Australian Government’s VET Qualification Reform Agenda.

Strengthened and contemporary core units

Core units integrate essential competencies that reflect the sector's key priorities as identified through stakeholder consultation. These units prepare learners to effectively support leaders in the delivery of outdoor programs, enabling them to gain practical experience while developing foundational technical skills across diverse activity contexts.

Table 2. SIS20419M Certificate II – Core units

Unit code	Unit title
CHCDIV001	Work with diverse people (imported unit)
HLTWHS001	Participate in workplace health and safety
SISCAQU020	Perform water rescues
SISODOR00M	Deliver outdoor recreation sessions
SISOFLD001	Assist in conducting recreation sessions
SISOFLD002	Minimise environmental impact
SISOFLD006	Navigate in tracked environments
SISXIND011	Maintain sport, fitness and recreation industry knowledge

Streamlined electives and reduced duplication

The proposed structure of the SIS20419M Certificate II in Outdoor Recreation electives has been refined to provide clearer pathways, greater flexibility and stronger alignment with real-world entry-level roles. Activity electives now offer a broad selection of introductory technical options across land, water and cycle environments, allowing learners and RTOs to tailor programs to local contexts and resources. General electives complement these by embedding essential safety, inclusion and service capabilities, such as first aid, emergency response, customer service and cultural awareness. This balanced structure ensures that learners gain both practical activity experience and transferable workplace skills, creating a more cohesive and employment-relevant qualification.

Emphasis on safety, environment, and inclusivity

The proposed qualification provides a greater emphasis on safety, sustainability and inclusion. It highlights the need for entry-level workers to demonstrate awareness of both physical and psychosocial safety in participants. Core units such as *SISXEMR003 Respond to emergency situations* and *SISOFLD002 Minimise environmental impact* reinforce the sector's priorities of risk management, sustainability and responsible practice, whilst the unit *CHCDIV001 Work with diverse people* focuses on inclusion and cultural responsiveness.

Clearer role definition and progression pathways

The proposed qualification clearly positions graduates for support roles within recreation centres, adventure camps and community-based programs, providing a practical and structured entry into the outdoor recreation sector. By embedding activity delivery, navigation, safety and inclusive practice within the core, learners develop the confidence and competence required for entry-level employment. At the same time, the qualification provides the capabilities needed for seamless progression into the SIS30619M Certificate III in Outdoor Leadership. The strengthened core promotes national consistency across providers, enabling employers to more readily recognise graduates' foundational skills, safety awareness and technical capability. This reinforces a clear and credible pathway through the outdoor recreation qualification framework.

Implications for workforce and training

The proposed SIS20419M Certificate II in Outdoor Recreation qualification is designed to prepare graduates more comprehensively for support roles rather than placing them prematurely in leadership contexts. This clarified intent strengthens workforce capability in safety, inclusion and employability, directly addressing industry concerns regarding the preparedness of graduates. Employers can be confident that graduates now possess the foundational competencies required to meet contemporary workforce demands. The qualification also supports learner progression into higher-level outdoor leadership qualifications by repositioning it as a pathway through the AQF levels rather than an endpoint. The qualification explicitly aligns foundation skills with the Australian Core Skills Framework (ACSF), embedding literacy, numeracy, communication and digital capabilities across training. This strengthens employability and supports the national VET Qualification Reform principles of flexibility, efficiency, and clear pathways.

Units with major changes – SIS20419M Certificate II in Outdoor Recreation

Table 3 presents the units that have undergone major updates to align with the proposed SIS20419M Certificate II in Outdoor Recreation framework. The units underwent significant revision or consolidation to address duplication, improve consistency and strengthen alignment with the AAAS, Good Practice Guides (GPGs) and VET Qualification Reform Principles. These units were identified during the functional analysis and consultation process as requiring structural changes to reflect contemporary outdoor leadership practice, clarify role distinctions and ensure a logical progression from assist to lead capabilities across qualification levels. Consultation feedback consistently indicated that the current qualification placed learners prematurely in leadership contexts and contained unnecessary duplication across technical units.

The proposed qualification now emphasises practical assistance, safety awareness and inclusivity, supported by five restructured units that were either newly created or comprehensively revised.

Rationale

- Merge overlapping technical content from older, environment-specific units (e.g. canoeing vs kayaking; beginner abseiling variants).
- Standardise performance expectations across different activity environments, simplifying delivery and assessment.
- Embed safety, environmental responsibility and inclusion as non-negotiable learning outcomes at entry level.
- Clarify progression so that learners gain hands-on experience assisting leaders before they advance to leadership roles in the Certificate III.

Overall, these changes reposition the SIS20419M Certificate II in Outdoor Recreation as a genuine foundation qualification, focused on developing capable, safety-conscious assistants who can confidently support outdoor programs under direct supervision.

Table 3. Units with major changes – SIS20419M Certificate II in Outdoor Recreation

Unit code	Unit title	Nature of change	Summary of change	Benefits
SISODOR00M	Deliver outdoor recreation sessions	New unit	Earlier delivery units were fragmented across activities, leading to duplication and inconsistent outcomes. Consultation suggested a single, transferable entry-level facilitation unit that standardises planning, delivery and psychosocial and cultural safety.	Simplifies delivery and assessment, builds transferable facilitation skills and ensures all graduates demonstrate inclusive, safe practice.
SISOABS001M	Fundamental abseil and belay skills	Major change Merges SISOABS001 Abseil single pitches using fundamental skills and SISOABS002 Abseil single pitches on artificial surfaces	Multiple introductory abseiling units created redundancy and unclear progression pathways. Stakeholders requested streamlined, safety-focused entry-level training to replace Level I abseiling units with one unit defining fundamental abseil and belay operations.	Reduces duplication, establishes a clear technical foundation, aligns with AAAS abseiling safety standards and enhances progression clarity.
SISOCYT004M	Ride off-road bicycles on easy and intermediate trails	Major change Merges SISOCYT004 Ride off road bicycles on easy trails and SISOCYT005 Ride off road bicycles on intermediate trails	Previous cycling units overlapped content creating confusion and excessive assessment. The revised unit merges outcomes into a single, integrated unit covering easy and intermediate off-road environments, with a stronger emphasis on safety, terrain awareness and risk management.	Streamlines the cycling units; enhances skill transfer across terrain types; supports learner adaptability.
SISOFSH00M	Select bait and rig tackle outfits	Major change Merges SISOFSH002 Select and catch bait &	Previous fishing units separated bait selection and rigging, reducing contextual	Encourages ethical and sustainable practice; improves contextual

		SISOFSH003 Select and rig tackle outfits.	flexibility. The proposed unit integrates these tasks with sustainable angling techniques, strengthening environmental responsibility and cultural awareness in fishing practices.	delivery for tourism and recreation; mimics learning in a real-world context.
SISPDC001M	Paddlecraft on inland flatwater up to grade 1 rivers	Major change Merges SISOKYK002 Paddle a kayak on moving water up to grade 1 rivers & SISOCNE003 Paddle a canoe on moving water up to grade 1 rivers	Separate canoeing and kayaking units duplicated outcomes at entry level. Industry feedback supported merging under a unified paddlecraft approach to consolidate foundational paddling skills for enclosed and grade 1 inland waters.	Simplifies delivery, strengthens progression to higher-risk environments, and improves workforce readiness and consistency.

Units with minor changes – SIS20419M Certificate II in Outdoor Recreation

The following table outlines units that have been updated with minor changes to align with the proposed SIS20419M Certificate II in Outdoor Recreation framework. Several units were identified as requiring minor editorial or structural adjustments rather than full redevelopment. These refinements ensure consistency across the qualification whilst maintaining the existing scope and performance level expected of entry-level learners.

Minor changes were made to units with updates that focused on:

- Clarifying terminology and assessment-language to align with the new “assist” and “deliver” role definitions introduced across the qualification.
- Updating references to safety frameworks, standards, and supervision practices consistent with the AAAS.
- Refining performance and knowledge evidence to better reflect the capabilities required of individuals assisting under direct supervision.
- Replacing superseded cross-references and ensuring alignment with the latest version of the CVIG.
- Updating language, punctuation and grammar to improve clarity and meaning.

Overall, the proposed changes enhance the quality, readability and usability of the proposed SIS20419M Certificate II in Outdoor Recreation units, ensuring they remain current, compliant and relevant to both training providers and employers. The updates improve clarity and consistency across all activity environments, supporting assessor interpretation and learner understanding, whilst maintaining equivalence with prior unit versions and reflecting contemporary language and expectations. They ensure compliance with updated industry and environmental standards without increasing assessment complexity and reinforce the qualification’s intent as a safe and supportive entry point to outdoor work. These refinements align with national VET Qualification Reform Principles 3 and 7, promoting clarity of progression and flexibility across learning pathways.

Table 4. Units with minor changes – SIS20419M Certificate II in Outdoor Recreation

Unit code	Unit title	Nature of change	Summary of change	Benefits
SISOFLD002	Minimise environmental impact	Minor editorial update	Updated terminology to reflect current sustainability and conservation practices; simplified examples and reduced overly complex PE.	Strengthens environmental responsibility; ensures alignment with current AAAS guidelines and improves clarity and meaning.
SISOFLD006	Navigate in tracked environments	Minor clarification	Refined performance criteria to clearly define navigation within controlled, low-risk environments; clarified minimal impact practices.	Improves clarity for assessors and ensures realistic skill expectations for entry-level learners.
SISCAQU020	Perform water rescues	Superseded reference update	Replaced outdated rescue terminology and equipment references; aligned element 2 with aquatic rescue protocols	Maintains safety compliance; ensures consistency with emergency procedures.
SISOPLN002	Plan outdoor activity sessions	Minor editorial alignment	Revised structure to align terminology with new <i>Deliver</i> and <i>Lead</i> units; clarified links between session planning, risk management, and delivery.	Strengthens pathway alignment; reinforces learners' understanding of preparation processes in real-world contexts.
SISOFLD001	Assist in conducting recreation sessions	Editorial refinement	Updated to ensure consistency with new <i>Deliver</i> and <i>Lead</i> framework; simplified evidence requirements to match direct-supervision contexts.	Reinforces the Certificate II "assist" role and reduces unnecessary assessment repetition.
SISXEMR003	Respond to emergency situations	Minor contextual update	Updated emergency procedures; improved sequencing of response steps and removed superfluous text.	Improves realism and alignment with workplace safety expectations.
SISXIND011	Maintain sport, fitness and recreation industry knowledge	Editorial change & new title	Updated terminology to include outdoor recreation contexts; sentence refinement, aligned the PCs more clearly with KEs.	Ensures relevance and contextual accuracy for outdoor recreation pathways.

SIS30619M Certificate III in Outdoor Leadership

The proposed SIS30619M Certificate III in Outdoor Leadership strengthens leadership skills and knowledge at a foundational level. The proposed structure reflects the sector's demand for graduates who can manage both the technical, safety and wellbeing aspects of outdoor programs. This ensures that learners develop competence in activity delivery and the capacity to create safe, supportive environments for participants.

Table 5. SIS30619M Certificate III in Outdoor Leadership – current vs proposed changes

Area of change	Current Certificate III (SIS30619)	Proposed Certificate III (SIS30619M)
Core units	9 core units	10 core units
Electives	13 electives	12 electives (streams: employment, environment, electives)
Safety & navigation	Elective in most cases	Core
Inclusion & psychosocial safety	Not explicit	Core
Qualification purpose	Leads planned activities in supervised settings	Assists graduates to develop leadership skills and logistics
Pathways	Unclear pathway to the Certificate IV	Clearer alignment with the Certificate IV

Summary of proposed changes

The proposed SIS30619M Certificate III in Outdoor Leadership reflects stakeholder-driven changes aligned with the national VET Qualification Reform Agenda, sector workforce needs and findings from the HumanAbility *Functional Analysis Report*. Stakeholders emphasised the need for the qualification to build emerging leadership capability in controlled outdoor environments. As a result, graduates are now positioned as developing leaders who can apply sound judgement to manage groups, logistics and risk, rather than simply guide participants under pre-determined plans.

The qualification distinguishes between employment contexts (centre-based programs and expeditions) and environmental leadership specialisations, providing learners and employers with clearer outcomes, stronger progression pathways and improved workforce preparation. It also establishes a stronger foundation for transition into *SIS40621M Certificate IV in Outdoor Leadership*, where advanced leadership, facilitation, and expedition management are developed.

Strengthened and contemporary core units

The proposed core units of the *SIS30619M Certificate III in Outdoor Leadership* provide stronger alignment with real-world job functions and ensure that all graduates develop essential competencies in safety, navigation, environmental awareness and inclusive facilitation, reflecting consistent feedback from stakeholders. Collectively, these changes enhance the utility and transferability of the qualification by ensuring graduates possess the practical, interpersonal and safety skills required to perform confidently across diverse outdoor environments. Table 6 lists the proposed suite of core units.

Table 6. SIS30619M Certificate III in Outdoor Leadership – core units

Unit code	Unit title
<i>HLTWHS001</i>	<i>Participate in workplace health and safety</i>
<i>SISCAQU020</i>	<i>Perform water rescues</i>
<i>SISODOR00M</i>	<i>Deliver outdoor recreation sessions</i>
<i>SISOFLD002</i>	<i>Minimise environmental impact</i>
<i>SISOFLD006</i>	<i>Navigate in tracked environments</i>
<i>SISOPLN004</i>	<i>Identify hazards, assess and control risks for outdoor recreation activities</i>
<i>SISORL003M</i>	<i>Maintain psychosocial and cultural safety for participants</i>
<i>SISXEMR003</i>	<i>Respond to emergency situations</i>
<i>SISXFAC006</i>	<i>Maintain activity equipment</i>
<i>SISXIND011</i>	<i>Maintain sport, fitness and industry knowledge</i>

Units such as *SISORL003M Maintain psychosocial and cultural safety for participants* and *SISODOR00M Deliver outdoor recreation sessions* embed leadership, communication and participant management skills that are central to effective practice. Additionally, the following units reinforce the sector's emphasis on compliance and risk management; *SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities* and *HLTWHS001 Participate in workplace health and safety*.

Elective structure

The elective structure of the *SIS30619M Certificate III in Outdoor Leadership* has been significantly refined to strengthen career pathways, reduce duplication and provide clearer opportunities for specialisation. Electives are now organised into three distinct streams that align with both job contexts and environmental settings.

Stream A – Employment-specific units focus on workplace context and delivery models, allowing learners to select electives relevant to centre-based programming, school camps, or expedition-style delivery. This supports real-world employment readiness and reflects stakeholder feedback that graduates should understand operational differences across work settings.

Stream B – Environment-specific units enable learners to specialise in technical skills within outdoor environments, including water-based, rock and rope, and track and trail contexts. This structure reflects the activity environments defined in the AAAS and ensures learners develop both technical and facilitation competence relevant to their chosen stream.

Stream C – Cross-sector electives provide flexibility for learners to broaden or deepen their capability in key support areas such as rescue operations, advanced navigation, inclusion and accessibility, cultural engagement and food safety. These proposed electives reflect the diversity of roles within outdoor recreation, community programs, and tourism settings.

Together, these three streams make the qualification more adaptable and industry-relevant by clarifying progression pathways, promoting workforce mobility and ensuring consistency in graduate outcomes across different environments and job contexts. This structured approach enables RTOs to tailor delivery to regional or organisational needs, ensuring training remains responsive to local industry demand and emerging practices.

Reduction of duplication

There was a strong consensus among stakeholders about the need to reduce the qualification's structural complexity. Stakeholders described ongoing complications arising from duplicated unit criteria. A stakeholder noted, *"We've had to deliver three separate units for what is essentially the same leadership framework, just in different terrain."* In response, overlapping units have been consolidated to reduce redundancy, improve clarity for learners and simplify delivery.

Safety and emergency management

Safety and rescue capabilities have been strengthened through the integration of key skills across both core and elective units, ensuring graduates can respond effectively to dynamic outdoor environments. The inclusion of units such as *SISOBWG004 Cross rivers during bushwalks* and *SISOFLD005 Navigate waterway courses* reinforces the importance of environmental awareness and safe decision-making in field contexts.

Advanced navigation and terrain management are addressed through the unit *SISOFLD007M Navigate in very difficult tracked and untracked environments* and *TLIH0006 Plan and navigate routes*, while specialist rescue competencies are embedded in units including *SISORSC002 Perform vertical rescues*, *SISORSC004 Self rescue in white water*, *SISORSC005 Rescue others in white water*, and *SISORSC007 Perform basic surf rescues*. Table 7 outlines the safety and rescue units.

Table 7. SIS30619M Certificate III in Outdoor Leadership – safety and rescue units

Unit code	Unit title
<i>SISOBWG004</i>	<i>Cross rivers during bushwalks</i>
<i>SISOFLD005</i>	<i>Navigate waterway courses</i>
<i>SISOFLD007M</i>	<i>Navigate in very difficult tracked and untracked environment</i>
<i>SISORSC002</i>	<i>Perform vertical rescues</i>
<i>SISORSC004</i>	<i>Self-rescue in white water</i>
<i>SISORSC005</i>	<i>Rescue others in white water</i>
<i>SISORSC007</i>	<i>Perform basic surf rescues</i>
<i>TLIH0006</i>	<i>Plan and navigate routes (imported unit)</i>

Collectively, these units ensure that safety, navigation and rescue are not treated as isolated skills but as core professional capabilities, aligning with sector expectations and the AAAS requirements for competent and confident leadership in varied outdoor settings. These units also create greater coherence across qualification levels, ensuring that learners progressively build rescue and navigation expertise from foundational through to advanced contexts.

Inclusion, psychosocial safety, and industry alignment

The qualification embeds inclusion and psychosocial safety within its core, with units such as *CHCDIV001 Work with diverse people* and *SISORL003M Maintain psychosocial and cultural safety for participants* fostering inclusive practice and cultural responsiveness in line with child-safe and psychosocial standards. Inclusions were based on stakeholder feedback, “If a group doesn’t feel safe, physically or psychologically, learning won’t happen.” Additional electives from the Tourism, Travel and Hospitality (SIT) package were included to further strengthen cultural awareness and support delivery in diverse community and tourism settings.

Reframed qualification purpose and pathways

Rather than positioning graduates as independent leaders, the updated qualification description emphasises preparation for support roles. This reflects employer concerns that graduates of the *SIS30619 Certificate III in Outdoor Leadership* are often ill-prepared for leadership with one stakeholder reporting, “Graduates are viewed as capable assistants, but they lack the required depth of technical knowledge.” The proposed structure explicitly connects Certificate II to Certificate III and IV, addressing the current perception of Certificate II as a ‘dead-end’ qualification. In addition, the proposed Certificate III qualification makes foundation skills outcomes explicit and visible. The proposed *SIS30619 Certificate III in Outdoor Leadership* maps literacy, numeracy, communication, and digital capabilities to the ACSF. This ensures

employability is embedded in training and aligns with the national VET Qualification Reform Principles.

Implications for workforce and training

Graduates of the proposed *SIS30619M Certificate III in Outdoor Leadership* will enter the workforce with stronger baseline skills in safety, navigation and inclusion. This ensures that learners are both technically competent and capable of supporting participant wellbeing and managing risks in controlled leadership contexts. For employers, the qualification provides greater confidence in graduate readiness. By embedding psychosocial safety, navigation and decision-making into the core, employers can be assured that graduates have been provided with the skills and knowledge needed to step into developing leadership roles. Training providers also benefit from the reduction of duplication across activity-based units and the introduction of clearer packaging rules. These changes support more efficient RTO delivery, making the qualification easier to implement without compromising breadth or quality. The revised structure further strengthens progression pathways, addressing concerns that the current SIS30619 Certificate III functions as a stand-alone endpoint rather than part of a progression framework.

Units with major changes - *SIS30619M Certificate III in Outdoor Leadership*

The proposed *SIS30619M Certificate III in Outdoor Leadership* underwent substantial revision to clarify the intent of leadership development, strengthen risk and safety management and reduce duplication across activity environments. Feedback from stakeholders indicated that the previous structure blurred distinctions between “guide” and “leader” roles and contained overlapping technical units that increased assessment burden for RTOs. The proposed qualification positions graduates as developing leaders, capable of managing groups, logistics and safety in controlled environments under established plans and procedures. Stakeholders suggested major revisions that resulted in the following:

- Merged duplicate or overlapping units across water and rock environments to simplify delivery and strengthen progression from foundational to leadership levels.
- Reframed performance outcomes to emphasise facilitation, inclusion, environmental care, and group management.
- Embedded psychosocial and cultural safety within leadership practice, responding to stakeholder demand.
- Aligned environmental complexity and assessment conditions with AAAS definitions of risk levels and supervision.
- Clarified leadership progression, ensuring graduates can demonstrate autonomy within predictable, low-to-moderate risk environments whilst preparing for leadership contexts in the Certificate IV .

Overall, these major changes reposition the proposed *SIS30619M Certificate III in Outdoor Leadership* as a pivotal transition qualification that develops adaptable, safety-focused leaders who are ready to supervise participants and coordinate programs within diverse outdoor settings. The proposed qualification provides a coherent and progressive pathway to Certificate IV leadership, reduces duplication and simplifies assessment across multiple activity domains. It enhances industry relevance and employer confidence through standardised, transferable leadership outcomes, whilst embedding inclusive practice, psychosocial safety, and sustainability as core expectations. Importantly, the qualification aligns with VET Qualification Reform Principles 1, 4 and 5, ensuring clarity of progression, learner focus, and evidence-based design.

Table 8. Units with major changes – SIS30619M Certificate III in Outdoor Leadership

Unit code	Unit title	Nature of change	Summary of change	Benefits
SISODOR00M	Deliver outdoor recreation sessions	New unit	Previous units were fragmented, causing duplication and inconsistent outcomes. The new core unit standardises planning, delivery and review across environments, embedding psychosocial and cultural safety.	Simplifies delivery and assessment; builds transferable facilitation capability; ensures all graduates demonstrate inclusive and safe delivery practice.
SISORL003M	Maintain psychosocial and cultural safety for participants	New unit	Introduced to address industry demand for inclusive culturally responsive leadership practices. Provides KEs for leaders to recognise and respond to distress; uses ‘challenge by choice’ and inclusive facilitation. A KE unit that utilises the Application of Skills and Knowledge (ASK) template (Training Package Organising Framework, TPOF, July 2025). See Appendix B.	Strengthens leadership responsibility for psychosocial safety and inclusion, aligns with AAAS and supports diverse learners through safer programs and stronger leadership.
SISOABS001M	Fundamental abseil and belay skills	Major change Merges <i>SISOABS001 Abseil single pitches using fundamental skills</i> and <i>SISOABS002 Abseil single pitches on artificial surfaces</i> .	Multiple introductory abseiling units caused redundancy and unclear progression. The new unit replaces previous Level I versions, defining core safety and technical requirements for fundamental abseil and belay operations.	Reduces duplication; provides a clear technical foundation; aligns with AAAS abseiling safety standards; improves progression transparency.

Unit code	Unit title	Nature of change	Summary of change	Benefits
SISPD001M	Paddlecraft on inland flatwater up to grade 1 rivers	Major change Merges <i>SISOKYK002 Paddle a kayak on moving water up to grade 1 rivers</i> & <i>SISOCNE003 Paddle a canoe on moving water up to grade 1 rivers</i>	Separate canoeing and kayaking units duplicated entry-level outcomes. The revised unit merges them into a unified paddlecraft model covering foundational skills for enclosed and grade 1 inland waters.	Simplifies delivery; strengthens progression to higher-risk environments; improves workforce readiness and consistency across paddlecraft disciplines.
SISPD003M	Lead paddlecraft on moving water up to grade 1 rivers	Major change Merges <i>SISOCNE006 Lead canoeing activities on moving water up to grade 1 rivers</i> and <i>SISOKYK006 Lead kayaking activities on moving water up to grade 1 rivers</i>	PE amended to provide clear information about sufficiency of evidence. KE and PE reworded to indicate scope and depth; significant additions and deletions to fully reflect merged content.	Strengthens leadership capability and safety awareness in early stages of paddling leadership; establishes clear supervision and risk management expectations for low-grade moving water environments.
SISPD004M	Lead paddlecraft on moving water up to grade 2 rivers	Major change Merges <i>SISOCNE007 Lead canoeing activities on grade 2 rivers</i> & <i>SISOKYK007 Lead kayaking activities on grade 2 rivers</i>	Updated to include higher water complexity and new criteria for leadership and environmental care in dynamic conditions. Element 4 (<i>Manage safety during paddlecraft activities on grade 2 rivers</i>) was substantially revised to support unit consolidation.	Simplifies delivery and strengthens progression to higher-risk environments; reduces duplication and overlapping content. Provides clear step-up pathway; aligns with AAAS grading and supervision ratios.
SISORAF001M	Guide and lead rafting activities on grade 2 rivers	Major change Merged unit Revised and retitled unit. This unit combines content from: <i>SISORAF004 Lead</i>	Merged separate “guide” and “lead” rafting units, modernised terminology and assessment alignment. Substantive content changes to Element 3 and 4 to	Simplifies progression; reinforces safety leadership and team management; reduces duplication and overlapping content

Unit code	Unit title	Nature of change	Summary of change	Benefits
		<i>rafting activities on grade 2 rivers & SISORAF001 Guide a raft on grade 2 rivers.</i>	consolidate unit content and reduce overlap.	
SISOSAI00M	Lead sailing activities in smooth and partially smooth water under light to fresh wind conditions	Major change Merges <i>SISOSAI004 Lead sailing activities in smooth water and light to moderate wind conditions</i> and <i>SISOSAI005 Lead sailing activities in partially smooth water and moderate to fresh wind conditions.</i>	Substantive changes made to element 3 and 4 to consolidate the two sailing units; clarified conditions and leadership responsibilities.	Provides consistent sailing progression; aligns with the AAAS wind and water classifications; reduces duplication and overlapping content.

Units with minor changes – SIS30619M Certificate III in Outdoor Leadership

Several existing units in the proposed *SIS30619M Certificate III in Outdoor Leadership* underwent minor editorial and structural adjustments to improve clarity, modernise terminology, and ensure alignment with current industry standards. These refinements were based on feedback from RTOs, SMEs, which highlighted the need for consistency in terminology, smoother progression between qualification levels, and improved alignment with the AAAS.

The changes did not alter the intent, scope, or AQF level of the units. Instead, they enhance consistency and ensure that learning and assessment expectations accurately reflect real-world leadership in controlled environments.

Key improvements include:

- Updating terminology to reflect new “*deliver*” and “*lead*” frameworks
- Refining PCs and KE to strengthen links between risk, safety, and environmental responsibility
- Modernising assessment conditions to match current supervision practices, communication systems, and emergency procedures.
- Replacing outdated references and prerequisite units with current equivalents in line with the CVIG.

These proposed changes provide clearer and more consistent assessment expectations across environments, ensuring assessors and learners have a shared understanding of performance requirements. The revised units maintain equivalence and compliance whilst aligning content with current industry best practice, supporting quality and regulatory integrity. The redesigned structure reinforces the qualification’s purpose as a leadership development pathway, bridging the transition between technical proficiency and independent leadership. Collectively, these refinements strengthen alignment with the AAAS, the CVIG, and VET Qualification Reform Principles 3 and 7, promoting clarity of progression, flexibility, and responsiveness to evolving workforce needs.

Table 9. Units with minor changes – SIS30619M Certificate III in Outdoor Leadership

Unit code	Unit title	Nature of change	Summary of adjustment	Benefits
SISOFLD002	Minimise environmental impact	Minor editorial update	Updated terminology to reflect current sustainability and conservation practices; simplified examples for contextualised delivery and the reduction of overly complex PE.	Strengthens environmental responsibility messaging; ensures alignment with current AAAS environmental guidelines and improves clarity and meaning.
SISOFLD006	Navigate in tracked environments	Minor clarification	Refined performance criteria to clearly define navigation within controlled, low-risk environments; clarified minimal impact practices.	Improves clarity for assessors and ensures realistic skill expectations for entry-level learners.
SISCAQU020	Perform water rescues	Superseded reference update	Replaced outdated equipment references; aligned element 2 with current aquatic rescue protocols related to rescuing a person from water.	Maintains safety compliance; ensures consistency with contemporary emergency procedures.
SISOPLN004	Identify hazards, assess and control risks for outdoor recreation activities	Structural refinement	Reworded performance criteria for readability and coherence with emergency response units. Reduced number of times risk assessments and documentation required for assessment.	Integrates risk management with safety planning; improves clarity for assessment; reduced duplication and overlap.
SISOPLN005	Interpret weather and environmental conditions for outdoor recreation activities	Structural refinement	Re-sequenced elements for logical flow and clarified data interpretation requirements.	Supports accurate environmental decision-making for leaders in training.
SISXEMR003	Respond to emergency situations	Minor contextual update	Updated emergency procedures and communication references; improved sequencing of response steps and removed superfluous text.	Improves realism and alignment with workplace safety expectations; reviewed procedures that can be enacted in clear steps.

Unit code	Unit title	Nature of change	Summary of adjustment	Benefits
SISXFAC006	Maintain activity equipment	Supersedes and is equivalent to <i>SISXFAC001 Maintain equipment for activities</i>	Clarifies inspection frequency and record-keeping requirements. SMEs suggested tightening and clarifying PCs to increase the specificity of what is being assessed and the number of times it must be observed.	Improves equipment management and risk control processes; improves assessment processes with refined PE and clear linkage to PCs.
SISXIND011	Maintain sport, fitness and recreation industry knowledge	Editorial change & new title	Updated terminology to include outdoor recreation contexts; sentence refinement, PCs more clearly aligned with KEs.	Ensures relevance and contextual accuracy for outdoor recreation pathways.

SIS40621M Certificate IV in Outdoor Leadership

The proposed SIS40621M Certificate IV in Outdoor Leadership focuses on advanced technical and leadership skills. It builds leadership in logistics, planning, and emergency management, preparing graduates to take greater responsibility in complex environments. The qualification also creates a clearer pathway to the Diploma, with a focus on both technical mastery and leadership autonomy.

Table 10. SIS40621M Certificate IV in Outdoor Leadership – current vs proposed changes

Area of change	Current Certificate IV (SIS40619)	Proposed Certificate IV (SIS40621M)
Core units	15 core units	11 core units
Electives	12 electives	15 electives
Safety & navigation	Elective in most cases	Core
Inclusion & psychosocial safety	Not explicit	Core
Pathways	Unclear into Diploma	Explicit pathway into Diploma

Summary of proposed changes

The *proposed SIS40621M Certificate IV in Outdoor Leadership* strengthens alignment with the sector's needs, simplifies the qualification structure, and clarifies progression into higher-level study. Streamlining of units removes duplication, strengthens pathways into advanced leadership roles, and aligns with the national VET Qualification Reform principle of eliminating redundancy whilst clarifying learner progression.

Streamlined structure and defined elective streams

Whereas the current qualification allows learners to choose freely across groups, the proposed model introduces streams that align with the *SIS30619M Certificate III in Outdoor Leadership* and the *SIS50421M Diploma of Outdoor Leadership*. This clearer packaging framework provides transparent learner pathways, supports mobility across contexts and ties electives more closely to job outcomes. It also responds directly to stakeholder feedback suggesting modular, environment-based training that supports flexible, real-world progression.

Strengthened and contemporary core units

The core structure has been modernised to strengthen leadership, safety, and environmental responsibility. Key inclusions are outlined in table 11.

Table 11. *SIS40621M Certificate IV in Outdoor Leadership* – core units

Unit code	Unit title
<i>HLTWHS003</i>	<i>Maintain work health and safety</i>
<i>SISCAQU021</i>	<i>Perform complex water rescues</i>
<i>SISXCCS004</i>	<i>Provide quality service</i>
<i>SISOFLD007M</i>	<i>Navigate in very difficult tracked and untracked environments</i>
<i>SISXMG004</i>	<i>Coordinate work teams</i>
<i>SISOPLN002</i>	<i>Plan outdoor activity sessions</i>
<i>SISOPLN004</i>	<i>Identify hazards, assess and control risks for outdoor recreation activities</i>
<i>SISOPLN006</i>	<i>Plan for minimal environmental impact</i>
<i>SISORL003M</i>	<i>Maintain psychosocial and cultural safety for participants</i>
<i>SISORL00M</i>	<i>Lead outdoor recreation activities</i>
<i>SISXEMR004</i>	<i>Coordinate emergency responses</i>

The proposed core units have been strengthened to reflect the complex, multi-dimensional responsibilities of leaders operating in dynamic outdoor environments. The inclusion of *HLTWHS003 Maintain work health and safety*, *SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities*, and *SISXEMR004 Coordinate emergency responses* ensures graduates can manage safety systems, respond to incidents, and uphold compliance with legislative and organisational requirements. Leadership capability is reinforced through units such as *SISXMG004 Co-ordinate work teams* and *SISORL00M Lead outdoor recreation activities*, enabling learners to plan, lead and supervise groups effectively.

Units such as *SISCAQU021 Perform complex water rescues* and *SISOFLD007M Navigate in very difficult tracked and untracked environments* extend technical proficiency and decision-making in high-risk contexts, while *SISOPLN002 Plan outdoor activity sessions* and *SISOPLN006 Plan for minimal environmental impact* embed program design and environmental sustainability principles. The inclusion of the units, *SISORL003M Maintain psychosocial and cultural safety for participants* and *SISXCCS004 Provide quality service*, underscores the importance of inclusive and participant-centred leadership. These units establish a strong foundation of technical, interpersonal and operational competence.

Inclusion, diversity, and regulatory alignment

An explicit focus on inclusion and child safety has been embedded across both the core and elective units. The unit *SISORL003M Maintain psychosocial and cultural safety for participants* underpins cultural and psychosocial safety, whilst the proposed *CHCPRT026 Support the rights and safety of children and young people* ensures alignment with regulatory and child-safe standards. In addition, the integration of WHS and risk management learning supports compliance with legislative and policy frameworks.

Reduced duplication and improved transferability

The revised *SIS40621M Certificate IV in Outdoor Leadership* qualification reduces duplication across technical domains such as abseiling, climbing, paddling and cycling by merging overlapping elements. This approach improves skill transferability across environments, simplifies assessment and enhances efficiency. These refinements directly address stakeholder feedback and align with national reform objectives to eliminate redundancy and promote flexibility

Greater flexibility and stronger leadership development

The proposed Certificate IV expands its emphasis on coordinating work teams, logistics, safety planning and emergency response, preparing graduates to make autonomous decisions in remote or unpredictable environments. Learners develop the capacity to balance technical supervision with educational facilitation, meeting the diverse needs of outdoor learning and experiential education programs. The qualification also strengthens leadership and communication skills through integrated units on psychosocial and cultural safety, ensuring graduates can manage group dynamics effectively and foster inclusive environments.

Clearer pathways and advanced progression

The proposed qualification establishes a clearer pathway from the *SIS30619M Certificate III in Outdoor Leadership* (emerging leadership) into *SIS40621M Certificate IV in Outdoor Leadership* (experienced leadership), positioning the latter as a bridge to the *SIS50421M Diploma of Outdoor Leadership*. By embedding advanced leadership, environmental responsibility, and risk-management capability, it prepares learners for governance, program management, and higher-level leadership responsibilities.

Implications for workforce and training

The proposed *SIS40621M Certificate IV in Outdoor Leadership* ensures graduates are prepared for leadership roles that demand greater autonomy, responsibility and decision-making. Strengthened core units in psychosocial safety, emergency response, and advanced facilitation equip graduates to manage groups in more complex environments whilst balancing the technical and interpersonal dimensions of leadership.

For employers, the proposed Certificate IV offers greater confidence that graduates can deliver activities safely and coordinate logistics, adapt to group needs and apply judgement in dynamic conditions. This responds directly to stakeholder feedback from the HumanAbility *Functional analysis report* that current graduates lacked practical decision-making experience and were overly reliant on pre-determined plans.

Finally, the proposed *SIS40621M Certificate IV in Outdoor Leadership* qualification makes foundation skills outcomes explicit and visible. The proposed qualification maps literacy, numeracy, communication and digital capabilities to the ACSF. This ensures that employability is embedded in training and aligns with the VET Qualification Reform Principles.

Units with major changes – *SIS40621M Certificate IV in Outdoor Leadership*

The proposed *SIS40621M Certificate IV in Outdoor Leadership* has been comprehensively restructured to strengthen pathways from Certificate III, clarify leadership expectations and embed inclusive, safe practice across all environments. Stakeholders emphasised the need for stronger differentiation between operational and strategic leadership functions, clearer packaging rules, and consolidation of overlapping technical units. The proposed qualification positions graduates as autonomous field leaders who plan, coordinate and supervise activities in unpredictable environments with limited external support. This represents a significant progression from the guided leadership of Certificate III.

Key improvements include:

- Merged and streamlined overlapping technical units (abseiling, paddling, canyoning, cycling) to remove redundancy and strengthen transferability.
- Introduced a clearer distinction between technical skill mastery and the broader leadership, logistics and facilitation responsibilities expected at AQF level 4.
- Embedded psychosocial and cultural safety across all leadership contexts, ensuring graduates can manage group wellbeing as well as physical safety
- Aligned assessment conditions with AAAS and GPG, focusing on dynamic risk assessment and decision-making in complex environments.
- Clarified progression to *SIS50421M Diploma of Outdoor Leadership* by defining competencies in planning, coordination and risk leadership.

These proposed changes establish a coherent and consistent pathway from emerging to independent leadership; this clarifies expectations and progression across qualification levels. The revised structure enhances learners' risk management and decision-making capability across diverse outdoor contexts, ensuring graduates can operate with autonomy and sound judgement. Duplication has been reduced, improving training efficiency and strengthening employer confidence in the relevance and consistency of the qualification. Collectively, these changes ensure alignment with VET Qualification Reform Principles 1, 4 and 5, supporting clear pathways, learner-centred design and evidence-based development that reflects industry and workforce needs.

Table 12. Units with major changes – SIS40621M Certificate IV in Outdoor Leadership

Unit code	Unit title	Nature of change	Summary of adjustment	Benefits
SISORL00M	Lead outdoor recreation activities	New unit	Stakeholders identified duplication across units describing similar leadership skills in different contexts, creating repetitive delivery and limited skill transfer. SISORL00M establishes a single, flexible leadership foundation that RTOs can contextualise for diverse activities and environments.	Simplifies delivery and assessment by replacing multiple overlapping units; improves consistency, flexibility and transferability of leadership skills across all outdoor contexts. Establishes a clear national benchmark for safe, inclusive and ethical leadership practice.
SISORL003M	Maintain psychosocial and cultural safety for participants	New unit	Introduced to address industry demand for inclusive culturally responsive leadership practices. Provides KE, for leaders to recognize and respond to distress; uses ‘challenge by choice’ to further embed inclusive facilitation. A KE unit that utilises the Application of Skills and Knowledge (ASK) template (Training Package Organising Framework , TPOF, July 2025). See Appendix B.	Strengthens leadership responsibility. Consistent with AAAS and wellbeing priorities; and supports diverse learners; ensures inclusive programs, stronger leader capability, better learner experiences.
SISOFLD007M	Navigate in very difficult tracked and untracked environments	Major change Merges <i>SISOFLD007 Navigate in difficult tracked environments</i> and <i>SISOFLD008</i>	Expanded complexity of navigation tasks to reflect higher autonomy and risk management expectations. PE amended to provide clearer information about sufficiency of evidence. KE and PE reworded to indicate scope and depth; significant	Improves transferability and ensures readiness for remote leadership. Simplifies delivery; strengthens progression to higher-risk environments; reduces duplication and overlapping content.

Unit code	Unit title	Nature of change	Summary of adjustment	Benefits
		<i>Navigate in extremely difficult tracked and untracked environment</i>	additions and deletions to fully reflect merged content of PCs.	
SISOKYS005M	Lead sea kayaking activities in coastal waters	Major change Merges <i>SISOKYS002 – Paddle Sea kayaks in enclosed waters</i> ; <i>SISOKYS003 Lead Sea kayaking activities in enclosed waters</i> ; <i>SISOKYS005 Lead Sea kayaking activities in coastal waters</i> , and <i>SISOKYS006 Lead Sea kayaking activities in open waters</i>	Replaced multiple intermediate kayaking units; clarified leadership scope for coastal and semi-exposed environments. The previous units were reviewed and consolidated to remove duplication and clarify progression between levels of environmental complexity.	Aligns assessment with AAAS coastal water categories; strengthens safety focus. Simplifies delivery and assessment across kayaking environments, improves consistency in leadership expectations, and provides a clearer, nationally aligned pathway from basic paddling competence to advanced coastal and open-water leadership.
SISPDC004M	Lead paddlecraft on moving water up to grade 2 rivers	Major change Merges <i>SISOCNE007 Lead canoeing activities on grade 2 rivers</i> and <i>SISOKYK007 Lead kayaking activities on grade 2 rivers</i>	Updated to include higher water complexity, with new criteria for leadership and environmental care in dynamic conditions. Substantive changes to Element 4, Manage safety during paddle craft activities on grade 2 rivers, to consolidate units. Sentence refinement.	Simplifies delivery; strengthens progression to higher-risk environments; reduces duplication and overlapping content. Provides clear step-up pathway; aligns with AAAS grading and supervision ratios.
SISOABS004M	Lead and perform multi-pitch abseiling on natural surfaces	Major change Merges <i>SISOABS004 Abseil multi pitches, natural surfaces</i> and <i>SISOABS010 Lead multi pitch abseiling</i>	Consolidated multi-pitch abseiling variants; refined technical system setup requirements.	Supports advanced rock leadership progression, reduces duplication and overlapping content.

Unit code	Unit title	Nature of change	Summary of adjustment	Benefits
		<i>activities on natural surfaces</i>		
SISOCAY002M	Lead canyoning activities, easy to intermediate canyons	Major change Merges <i>SISOCAY002 Abseil in easy to intermediate canyons</i> and <i>SISOCAY006 Lead canyoning activities, easy to intermediate canyons</i>	Adjusted scope and safety parameters to align with current AAAS canyoning complexity ratings.	Ensures compliance with AAAS and strengthens environmental safety leadership, reduces duplication and overlapping content.
SISOBWG007M	Lead bushwalks in extremely difficult tracked and untracked environments	Major change Merges <i>SISOBWG005 Lead bushwalks in difficult tracked environments</i> , <i>SISOBWG006 Lead bushwalks in very difficult tracked and untracked environments</i> , and <i>SISOBWG007 Lead bushwalks in extremely difficult tracked and untracked environments</i>	Developed to extend track and trail leadership beyond Certificate III difficulty levels.	Simplifies training and assessment across bushwalking environments, enhances consistency in difficulty gradation, and ensures learners demonstrate progressive leadership capability relevant to terrain and risk level.

Units with minor major changes – *SIS40621M Certificate IV in Outdoor Leadership*

Several units in the *SIS40621M Certificate IV in Outdoor Leadership* received minor adjustments to ensure alignment with new frameworks and maintain compliance. These changes were primarily editorial, focused on terminology consistency, sequencing, and foundation-skills integration. They do not alter the intent or level of the units but enhance their clarity and relevance.

The adjustments included:

- Updating terminology to align with new “*Lead*” and “*Deliver*” frameworks
- Revising assessment conditions to ensure consistency with AAAS supervision and risk frameworks
- Reordering elements and streamlining performance criteria for readability and logical flow
- Standardising foundation-skills references in line with the ACSF

These refinements enhance clarity, consistency and assessor interpretation across the proposed *SIS40621M Certificate IV in Outdoor Leadership* whilst maintaining manageable assessment complexity. They preserve equivalence with previous versions but update terminology, examples, and assessment expectations to reflect contemporary outdoor leadership practice and safety standards. The qualification remains responsive to evolving industry needs and reinforces alignment with national VET Qualification Reform Principles, particularly principle 3 (clarity of progression and pathways), principle 4 (learner focus and holistic skills), and principle 7 (flexibility). These adjustments support its continued alignment with workplace practice and national reform priorities.

Table 13. Units with minor changes – *SIS40621M Certificate IV in Outdoor Leadership*

Unit code	Unit title	Nature of change	Summary of adjustment	Benefits
SISOPLN004	Identify hazards, assess and control risks for outdoor recreation activities	Minor clarification	Refined wording for consistency with AQF level; clarified hierarchy of control examples.	Strengthens understanding of applied risk principles and safety compliance.
SISOPLN006	Plan for minimal environmental impact	Editorial update	Revised environmental examples and planning procedures to reflect AAAS environmental sustainability requirements.	Reinforces sustainability principles and compliance with land-use policies.
SISXEMR004	Coordinate emergency responses	Contextual update	Updated terminology for emergency communication technology and incident management roles.	Ensures realism and modernisation of emergency response training.
SISXMGT004	Coordinate work teams	Minor alignment change	Clarified leadership scope to reflect team coordination within outdoor settings rather than facility management.	Enhances contextual accuracy and supports field leadership capability.
SISOFLD003	Select, set up and operate a temporary or overnight site	Minor refinement	Simplified element structure and updated references to environmental impact minimisation.	Improves clarity and integration with planning units.
SISXCCS004	Provide quality service	Editorial alignment	Updated examples and language to reflect outdoor education contexts and stakeholder interaction.	Reinforces communication and service skills relevant to field leaders.

SIS50421M Diploma of Outdoor Leadership

The proposed *SIS50421M Diploma of Outdoor Leadership* represents the most substantial restructuring. The core units emphasise advanced leadership, governance, compliance, risk management, and program design. The revised structure ensures alignment with AQF Level 5 descriptors, preparing graduates for senior leadership roles in diverse settings, including high-risk and program management contexts.

Table 14. *SIS50421M Diploma of Outdoor Leadership* – current vs proposed changes

Area of change	Current Diploma (SIS50421)	Proposed Diploma (SIS50421M)
Core units	13 core units	12 core units
Electives	15 electives	18 electives
Core content	Leadership, WHS, risk	Adds governance, psychosocial safety, compliance, emergency response
Elective content	Flexible selection	3 streams: employment, environment, rescue/navigation
Program management	Limited	Expanded (recruitment, volunteers, youth engagement)
Rescue & safety	Basic inclusions	Dedicated stream with advanced rescue/navigation units
Pathways	Unclear pathway into higher study	AQF 5, clear pathway to higher education and senior roles

Summary of proposed changes

Strengthened core units

The proposed *SIS50421M Diploma in Outdoor Recreation and Leadership* strengthens the capability of graduates to lead complex programs across diverse environments and participant groups. Its core units build advanced competency in safety management, leadership and program coordination. Learners develop expertise in managing workplace safety through *HLTWHS004 Manage work health and safety*, performing complex rescues through *SISCAQU021 Perform complex water rescues*, and navigating challenging environments through *SISOFLD007M Navigate in very difficult tracked and untracked environments*. Program design and environmental awareness are strengthened through *SISOPLN003 Develop outdoor recreation programs*,

SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities, and SISOPLN007 Manage risk for outdoor programs.

The Diploma also embeds inclusive and person-centred practice through *SISORL003M Maintain psychosocial and cultural safety for participants*, ensuring leaders can create safe and supportive learning environments. Leadership capability is further developed through *SISORL00M Lead outdoor recreation activities*, *SISXEMR004 Coordinate emergency responses* and *SISXIND008 Manage legal compliance in sport and recreation*. Finally, *SISXMGT004 Coordinate work teams* and *SISXCCS005 Monitor and evaluate customer service* build skills in supervision, teamwork and quality management. Collectively, these units position the qualification to assist professionals who design, lead, and evaluate outdoor programs for safety, inclusion and organisational outcomes across the Outdoor Leadership sector. Table 15 outlines the proposed core units.

Table 15. SIS50421M Diploma of Outdoor Leadership – core units

Unit code	Unit title
<i>HLTWHS004</i>	<i>Manage work health and safety</i>
<i>SISCAQU021</i>	<i>Perform complex water rescues</i>
<i>SISOFLD007M</i>	<i>Navigate in very difficult tracked and untracked environments</i>
<i>SISOPLN003</i>	<i>Develop outdoor recreation programs</i>
<i>SISOPLN005</i>	<i>Interpret weather and environmental conditions for outdoor recreation activities</i>
<i>SISOPLN007</i>	<i>Manage risk for outdoor programs</i>
<i>SISORL003M</i>	<i>Maintain psychosocial and cultural safety for participants</i>
<i>SISORL00M</i>	<i>Lead outdoor recreation activities</i>
<i>SISXCCS005</i>	<i>Monitor and evaluate customer service</i>
<i>SISXEMR004</i>	<i>Coordinate emergency responses</i>
<i>SISXIND008</i>	<i>Manage legal compliance in sport and recreation</i>
<i>SISXMGT004</i>	<i>Coordinate work teams</i>

Advanced leadership and management capability

The qualification expands its focus on program governance, compliance, logistics and team coordination, ensuring graduates are equipped not only for field-based leadership but also for broader organisational responsibilities. Core and elective options, along with units related to volunteer management, youth engagement and wellbeing, prepare learners for managerial,

coordination and specialist technical roles. Graduates are expected to demonstrate initiative, critical thinking and sound judgement when managing complex outdoor programs, effectively balancing operational planning, risk management and educational facilitation.

Inclusion, psychosocial safety, and cultural responsiveness

The proposed SIS50421M maintains strong alignment with the outcomes of the Certificate III and IV, continuing the emphasis on psychosocial safety, inclusion and effective leadership. These principles are embedded across both the core and elective structures to ensure consistency and progression. Stakeholders strongly encouraged this approach, emphasising that graduates must be capable of supporting varied participant needs whilst maintaining safety in demanding environments. As one stakeholder noted, graduates are expected to “lead with empathy, awareness and authority; balancing safety and inclusion as equal priorities.”

Stream-based elective structure

The proposed Stream-based elective structure maintains clear alignment with the proposed *SIS30619M Certificate III in Outdoor Leadership* and the *SIS40621M Certificate IV in Outdoor Leadership*, ensuring coherent progression and shared outcomes across qualification levels. It adopts three structured streams designed to reflect the breadth of employment and environmental contexts in the sector:

- Stream A – Employment specific: expedition leadership, program coordination, or centre-based management
- Stream B – Environment specific: water, rock and rope, track and trail
- Stream C – Electives: rescue, cultural engagement, advanced facilitation, or sustainability

This stream-based approach reinforces the same principles of flexibility and contextual relevance found in the Certificate III and IV, enabling RTOs to tailor delivery to local conditions whilst maintaining consistency and alignment with industry roles and workforce expectations.

Rescue and safety reinforcement

A dedicated rescue and navigation stream ensures that Diploma graduates develop advanced emergency response and situational management capability. This stream includes units in complex white-water rescue, vertical rescue, and advanced navigation, enabling graduates to operate confidently in high-risk and unpredictable environments. It also strengthens alignment with industry and regulatory requirements whilst responding to stakeholders’ expectations for strong risk management, decision-making, and emergency leadership skills.

AQF alignment and progression

The proposed *SIS50421M Diploma of Outdoor Leadership* builds on the Certificate IV, embedding greater autonomy, initiative, and responsibility for teams, programs and organisational functions. Outcomes align with AQF Level 5, balancing advanced technical expertise with leadership and management capability. Graduates are prepared for senior roles such as program manager, expedition leader, operations coordinator, or specialist instructor. The Diploma strengthens the link between field leadership and organisational oversight, addressing gaps identified through stakeholder consultation.

Implications for workforce and training

The proposed diploma also provides a strengthened core that embeds learning including advanced leadership, psychosocial safety, cultural responsiveness and strategic risk management for graduates to manage both technical and interpersonal complexities. It prepares leaders to oversee large-scale outdoor programs, coordinate emergency responses, manage compliance obligations, and uphold inclusive practice. This alignment strengthens workforce development by producing graduates equipped with the skills, innovation, and leadership needed to support long-term sector growth and sustainability. Finally, the qualification makes foundation skills outcomes explicit and visible, mapping literacy, numeracy, communication and digital capabilities to the ACSF. This ensures employability is embedded in training and aligns with the reform principles.

Units with major changes – *SIS50421M Diploma of Outdoor Leadership*

Major changes focused on clarifying the transition from *SIS40621M Certificate IV in Outdoor Leadership* field leadership to higher-level program management, improving alignment with the AAAS and embedding inclusive, psychosocially safe and environmentally responsible leadership practice. The proposed *SIS50421M Diploma of Outdoor Leadership*:

- Merged and streamlined advanced technical units across activity types (rock, water, track) to reduce duplication and establish consistent leadership standards.
- Introduced advanced program design and management capabilities, reflecting higher autonomy, initiative, and strategic planning aligned with AQF Level 5 descriptors.
- Embedded leadership theory, psychosocial safety and cultural responsiveness into units.
- Strengthened environmental sustainability and safety compliance, reflecting the highest level of complexity within the outdoor leadership units.

Table 16. Units with major changes – SIS50421M Diploma of Outdoor Leadership

Unit code	Unit title	Nature of change	Summary of adjustment	Benefits
<i>SISORL00M</i>	<i>Lead outdoor recreation activities</i>	New unit	Stakeholders identified duplication across units describing similar leadership skills in different contexts. The new <i>SISORL00M</i> unit replaces these with a single, flexible foundation that RTOs can contextualise across activities and environments.	Simplifies delivery and assessment by replacing overlapping units, improves consistency and transferability of leadership skills across contexts, and sets a clear national benchmark for safe, inclusive, and ethical practice.
<i>SISORL003M</i>	<i>Maintain psychosocial and cultural safety for participants</i>	New unit	Introduced to address industry demand for inclusive culturally responsive leadership practices. Provides KE for leaders to recognize and respond to distress; uses challenge by choice and embeds inclusive facilitation. A KE unit that utilises the ASK template (Training Package Organising Framework, TPOF, July 2025). See Appendix B.	Strengthens leadership responsibility for psychosocial safety and inclusive practice. Consistent with AAAS and wellbeing priorities; and supports diverse learners.
<i>SISOFLD007M</i>	<i>Navigate in very difficult tracked and untracked environments</i>	Major change Merges <i>SISOFLD007 Navigate in difficult tracked environments</i> and <i>SISOFLD008 Navigate in extremely difficult tracked and untracked environment</i>	Expanded complexity of navigation tasks to reflect higher autonomy and risk management expectations. PE amended to provide clearer information about sufficiency of evidence. KE and PE reworded to indicate scope and depth; significant additions and deletions to fully reflect merged content of PCs.	Improves transferability and ensures readiness for remote leadership roles. Simplifies delivery; strengthens progression to higher-risk environments; reduces duplication and overlapping content.

Unit code	Unit title	Nature of change	Summary of adjustment	Benefits
SISOXXXXXM	<i>Design and lead advanced outdoor recreation learning programs</i>	New unit	Developed to embed advanced learning design principles with outdoor leadership practice, enabling learners to conceptualise, plan, and deliver complex experiential programs that achieve defined educational, developmental, or organisational outcomes.	Builds advanced strategic and pedagogical capability consistent with AQF Level 5 descriptors, preparing graduates to design and evaluate programs that balance participant experience, learning intent, and environmental responsibility.
SISOKYK008M	<i>Lead kayaking activities on grade 3 rivers</i>	Major update Merges <i>SISOKYK004 Paddle a kayak on grade 3 rivers</i> , and <i>SISOKYK008 Lead kayaking activities on grade 3 rivers</i>	Consolidated advanced kayaking units with major changes in element 2 and 3; clarified scope, rescue responsibilities and environmental protocols.	Clarifies progression through white-water environments and strengthens national consistency in advanced paddling leadership. Enhances leaders' ability to manage technical challenges, participant safety and environmental responsibility under pressure.
SISORAF006M	<i>Lead rafting activities on grade 4 rivers</i>	Major update Merges <i>SISORAF006 Lead rafting activities on grade 4 rivers</i> , and <i>SISORAF003 Guide a raft on grade 4 rivers</i>	Builds on SISOAF005M to clarify progression through river complexity levels; strengthens assessment by requiring leaders to demonstrate advanced navigation, rescue coordination, and dynamic group management in complex water conditions.	Clarifies skill progression from moderate to complex rafting environments and reinforces safety, risk management, and rescue coordination standards; enhances leader capability in decision-making and participant management in unpredictable water conditions.
SISOABS004M	<i>Lead and perform multi-pitch abseiling</i>	Major change Merges <i>SISOABS004 Abseil multi pitches, natural surfaces and</i>	Consolidated multi-pitch abseiling variants; refined technical system setup requirements.	Supports advanced rock leadership progression, reduces duplication and overlapping content.

Unit code	Unit title	Nature of change	Summary of adjustment	Benefits
	<i>on natural surfaces</i>	<i>SISOABS010 Lead multi pitch abseiling activities on natural surfaces</i>		
<i>SISOCAY003M</i>	<i>Lead canyoning activities, intermediate to advanced canyons</i>	Major change Merges <i>SISOCAY003 Abseil in intermediate to advanced canyons</i> , and <i>SISOCAY007 Lead canyoning activities, intermediate to advanced canyons</i>	Adjusted complexity and environmental assessment requirements. Expands the scope of <i>SISOCAY002M</i> by including advanced rope management, multi-pitch descents, and rescue coordination in canyons.	Clarifies progression through canyoning complexity levels and ensures national consistency in advanced canyon leadership. Strengthens technical rigour, decision-making, and rescue capability in unpredictable environments.
<i>SISOBWG007M</i>	<i>Lead bushwalks in extremely difficult tracked and untracked environments</i>	Major change Merges <i>SISOBWG005 Lead bushwalks in difficult tracked environments</i> , <i>SISOBWG006 Lead bushwalks in very difficult tracked and untracked environments</i> , and <i>SISOBWG007 Lead bushwalks in extremely difficult tracked and untracked environments</i>	Developed to extend track and trail leadership beyond Certificate III difficulty levels. PE and assessment conditions amended to provide clearer information about sufficiency of evidence required for different bushwalking environments and complexity. KE and PE reworded to indicate scope and depth; significant additions and deletions to fully reflect merged content of PCs.	Simplifies training and assessment across bushwalking environments, enhances consistency in difficulty gradation, and ensures learners demonstrate progressive leadership capability relevant to terrain and risk level.

Unit code	Unit title	Nature of change	Summary of adjustment	Benefits
SISOCYT008M	<i>Lead off-road cycling activities</i>	Major change Merges <i>SISOCYT008 Lead off road cycling activities on easy trails</i> and <i>SISOCYT009 Lead off road cycling activities on intermediate trails</i>	Consolidates previous cycling leadership units to remove duplication and clarify progression from intermediate to advanced environments; refined elements emphasise dynamic risk management, group leadership, trail sustainability, and equipment maintenance in remote or high-risk settings.	Enhances national consistency and clarity across off-road cycling leadership pathways embedding environmental sustainability and participant safety as core outcomes; strengthens leaders' technical capability, communication, and judgement in unpredictable trail conditions.

Units with minor changes – *SIS50421M Diploma of Outdoor Leadership*

A range of supporting and imported units within the proposed *SIS50421M Diploma of Outdoor Leadership* underwent minor editorial and contextual refinements to ensure coherence with the redeveloped qualification structure and alignment with current workplace expectations. Whilst these updates did not alter the overall scope, complexity, or intent of the units, they strengthen the clarity, relevance, and compliance of both learning and assessment outcomes.

The refinements included:

- Modernising terminology to reflect the new “*Lead*” and “*Deliver*” framework, ensuring consistent use of role language across all qualification levels.
- Updating knowledge evidence to incorporate contemporary expectations of safety leadership, inclusive facilitation, and environmental sustainability aligned with national policy frameworks.
- Revising assessment conditions to improve field-based authenticity and ensure consistency with the AAAS and GPGs.
- Enhancing references to foundation skills and workplace documentation to strengthen alignment with the ACSF and current governance standards.

These refinements maintain the Diploma’s currency, clarity and alignment with national VET Reform objectives. They promote consistent interpretation for RTOs, reinforce leadership quality and accountability and ensure the qualification remains compliant, streamlined, and fit for purpose within a rapidly evolving outdoor recreation and education sector.

Table 17. Units with minor changes – SIS50421M Diploma of Outdoor Leadership

Unit code	Unit title	Nature of change	Summary of adjustment	Benefits
SISOPLN003	<i>Develop outdoor recreation programs</i>	Minor clarification	Updated terminology to align with new “design” and “lead” framework; clarified program development stages.	Improves clarity and logical link to advanced design units.
SISOPLN007	<i>Manage risk for outdoor programs</i>	Contextual update	Refined risk assessment and governance requirements; aligned with AAAS leadership-level expectations.	Ensures contemporary safety compliance and program-level accountability.
SISXIND008	<i>Manage legal compliance in sport and recreation</i>	Editorial update	Updated legal references and compliance examples relevant to outdoor and expedition contexts.	Improves contextual relevance for outdoor program managers.
SISXMGT004	<i>Coordinate work teams</i>	Minor alignment change	Clarified leadership scope to reflect team coordination within outdoor settings rather than facility management.	Enhances contextual accuracy and supports field leadership capability.
SISXCCS004	<i>Provide quality service</i>	Editorial update	Revised examples to reflect communication and participant engagement in outdoor contexts.	Enhances participant-focused service delivery.
HLTWHS004	<i>Manage work health and safety</i>	Minor update	Updated references to risk communication, consultation, and record-keeping protocols.	Aligns with current WHS frameworks and reinforces safety leadership.
SISXEMR004	<i>Coordinate emergency responses</i>	Contextual update	Updated terminology for emergency communication technology and incident management roles.	Ensures realism and modernisation of emergency response training.
SISOFLD003	<i>Select, set up and operate a temporary or overnight site</i>	Minor refinement	Simplified element structure and updated references to environmental impact minimisation.	Improves clarity and integration with planning units.

Stakeholder feedback highlights

The following insights were gathered during HumanAbility’s functional analysis workshops, semi-structured stakeholder interviews, and online stakeholder surveys. Collectively, these data sources provide a comprehensive representation of industry perspectives, workforce challenges, and future capability requirements. The insights highlighted recurring themes and priority areas for reform, ensuring that stakeholder voices directly inform the review process. Examples of stakeholder feedback were mapped against the seven VET Qualification Reform Principles to demonstrate alignment between stakeholder-identified needs and the national reform objectives. The resulting table 18 provides an evidence-based framework that illustrates how the proposed qualification design responds to contemporary sector priorities whilst upholding the intent of the reform principles.

Table 18. Stakeholder quotations – HumanAbility Functional Analysis Report

Stakeholder quote	Theme	Linked VET reform principle(s)
“We need less duplication; for example, canoeing and kayaking should be one unit, not two”	Duplication and consolidation	Principle 6: Efficiency Principle 7: Flexibility
“Leaders must be trained to manage groups safely, including psychosocial risks”	Leadership and psychosocial safety	Principle 4: Learner focus Principle 2: Sector relevance
“Clearer progression from Cert II to Diploma would help retain students, and employers understand capability”	Progression pathways	Principle 1: Learner pathways Principle 3: AQF alignment
“Outdoor programs must reflect cultural safety and inclusive facilitation, otherwise they exclude too many participants”	Inclusion and cultural safety	Principle 4: Learner focus Principle 5: Evidence-based access
“Units are currently fragmented by activity type. Employers want environment-based skills that cover multiple contexts”	Environment-based units	Principle 2: Sector relevance Principle 6: Efficiency

“We need flexibility in electives so RTOs can align with local sector demands”	Packaging and electives	Principle 7: Flexibility Principle 2: Sector relevance
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Summary of changes and next steps

This Summary of Changes paper outlined key recommendations following a review of the Outdoor Recreation and Leadership qualifications and training products. These recommendations align with the VET Qualification Reform agenda, sector needs and extensive stakeholder feedback. The proposed qualifications consolidate overlapping units, embed leadership and inclusive practice, clarify packaging rules and provide updated CVIG guidance. Collectively, these proposed reforms make the qualifications more streamlined, responsive and better aligned to the sector’s employment needs. The proposed changes strengthen learner pathways, workforce capability and alignment with the AAAS. They also enhance mobility across outdoor recreation, education, and community sectors, supporting workforce sustainability and addressing labour shortages.

Next steps

The next phase involves engaging in comprehensive consultation with the sector, RTOs, employers, and community stakeholders to validate the recommendations and ensure they reflect workforce and learner needs. Key activities include:

- Consultation period: 20 October 2025 – 20 December 2025
- Stakeholder engagement methods:
 - 16 face-to-face workshops across all major capital cities and eight remote locations
 - 3 virtual workshops
 - An online consultation survey
 - Written submissions via email directly to the project team

Stakeholders, including employers, service providers, regulatory bodies, students, First Nations communities, training organisations, RTOs, and community representatives, are invited to participate through whichever format best aligns with their preferences and capacity.

Throughout the consultation period, a consultation log will be maintained and published, including rationales for decisions and revisions. After consultation closes, the project team, supported by the Technical Committee, will review all feedback, refine the qualifications and units and resolve divergent views through further validation if required.

The final drafts will then be submitted to the Assurance Body and Skills Ministers for consideration, endorsement, and implementation.

Appendix A

Core Units

Previous Unit Code and Title (SIS10 V6.1)	Replacement Unit Code and Title (SIS V7.0)	Status	Summary of Changes
<i>CHCDIV001 Work with diverse people</i>	<i>CHCDIV001 Work with diverse people</i>	Equivalent	No changes
<i>HLTWHS001 Participate in workplace health and safety</i>	<i>HLTWHS001 Participate in workplace health and safety</i>	Equivalent	No changes
<i>SISCAQU020 Perform water rescues</i>	<i>SISCAQU020 Perform water rescues</i>	Equivalent	Minor wording refinements; no change to intent or meaning
<i>SISCAQU021 Perform complex water rescues</i>	<i>SISCAQU021 Perform complex water rescues</i>	Equivalent	Minor wording refinements; no change to intent or meaning
—	<i>SISODOR00M Deliver outdoor recreation sessions</i>	New unit	New unit developed to support facilitation and delivery in outdoor contexts
<i>SISOFLD001 Assist in conducting recreation sessions</i>	<i>SISOFLD001 Assist in conducting recreation sessions</i>	Equivalent	Minor wording refinements; no change to intent or meaning
<i>SISOFLD002 Minimise environmental impact</i>	<i>SISOFLD002 Minimise environmental impact</i>	Equivalent	Minor wording refinements; no change to intent or meaning
<i>SISOFLD006 Navigate in tracked environments</i>	<i>SISOFLD006 Navigate in tracked environments</i>	Equivalent	Minor wording refinements; no change to intent or meaning
<i>SISOFLD007 Navigate in difficult tracked environments / SISOFLD008 Navigate in extremely difficult tracked and untracked environments</i>	<i>SISOFLD007M Navigate in very difficult tracked and untracked environments</i>	Not equivalent	Combines SISOFLD007 and SISOFLD008 due to duplication; consolidates complexity levels. KE and PE reworded to indicate scope and depth; significant additions and deletions to fully

Previous Unit Code and Title (SIS10 V6.1)	Replacement Unit Code and Title (SIS V7.0)	Status	Summary of Changes
			reflect merged content of PCs.
<i>SISOPLN002 Plan outdoor activity sessions</i>	<i>SISOPLN002 Plan outdoor activity sessions</i>	Equivalent	Minor wording refinements; no change to intent or meaning
<i>SISOPLN003 Develop outdoor recreation programs</i>	<i>SISOPLN003 Develop outdoor recreation programs</i>	Equivalent	Minor wording refinements; no change to intent or meaning
<i>SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities</i>	<i>SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities</i>	Equivalent	Minor wording refinements; no change to intent or meaning
<i>SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities</i>	<i>SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities</i>	Equivalent	Minor wording refinements; no change to intent or meaning
—	<i>SISORL00N Lead outdoor recreation activities</i>	New unit	New unit developed to consolidate multiple leadership roles across activities
—	<i>SISORL003N Maintain psychosocial and cultural safety for participants</i>	New unit	New unit addressing psychosocial and cultural safety requirements
<i>SISOPLN007 Manage risk for outdoor programs</i>	<i>SISOPLN007 Manage risk for outdoor programs</i>	Equivalent	Minor wording refinements; no change to intent or meaning
<i>SISXEMR003 Respond to emergency situations</i>	<i>SISXEMR003 Respond to emergency situations</i>	Equivalent	Minor wording refinements; no change to intent or meaning
<i>SISXCCS004 Provide quality service</i>	<i>SISXCCS004 Provide quality service</i>	Equivalent	Minor wording refinements; no change to intent or meaning
<i>SISXCCS005 Monitor and evaluate customer service</i>	<i>SISXCCS005 Monitor and evaluate customer service</i>	Equivalent	Minor wording refinements; no change to intent or meaning
<i>SISXEMR004 Coordinate emergency responses</i>	<i>SISXEMR004 Coordinate emergency responses</i>	Equivalent	Minor wording refinements; no

Previous Unit Code and Title (SIS10 V6.1)	Replacement Unit Code and Title (SIS V7.0)	Status	Summary of Changes
			change to intent or meaning
<i>SISXFAC006 Maintain activity equipment</i>	<i>SISXFAC006 Maintain activity equipment</i>	Equivalent	Minor wording refinements; no change to intent or meaning
<i>SISXIND008 Manage legal compliance in sport and recreation</i>	<i>SISXIND008 Manage legal compliance in sport and recreation</i>	Equivalent	Minor wording refinements; no change to intent or meaning
<i>SISXIND011 Maintain sport, fitness and recreation industry knowledge</i>	<i>SISXIND011 Maintain sport, fitness and recreation industry knowledge</i>	Not equivalent	Major updates to wording, performance evidence, and knowledge evidence
<i>SISXMGT004 Coordinate work teams</i>	<i>SISXMGT004 Coordinate work teams</i>	Equivalent	Minor refinements; no change to intent or meaning

Abseiling and Vertical activities

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOABS001 Abseil single pitches using fundamental skills / SISOABS002 Abseil single pitches on artificial surfaces</i>	<i>SISOABS001M Abseil single pitches</i>	Not equivalent	Two units merged due to significant duplication. KE and PE reworded to indicate scope and depth; significant additions and deletions to fully reflect merged content of PCs.
<i>SISOABS005 Establish ropes for single pitch abseiling on artificial surfaces, SISOABS006 Establish ropes for single pitch abseiling on natural surfaces, SISOABS007 Establish ropes for multi pitch abseiling on natural surfaces, SISOCAY004–005 Establish ropes and belays for canyons / SISOCVE005 Establish ropes, ladders and</i>	<i>SISORVN00M Establish ropes and technical systems for vertical activities</i>	Not equivalent (new unit)	Combines multiple vertical and caving units due to duplication and transferability. KE and PE reworded to indicate scope and depth; significant additions and deletions to fully reflect merged content of PCs.

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>belays for caving, SISOCLM006–007 Establish belays for climbing on natural surfaces</i>			
<i>SISOABS008 Lead single pitch abseiling activities on artificial surfaces</i>	<i>SISOABS003M Lead single pitch abseiling activities</i>	Not equivalent	Title changed; merged with similar lead unit. Significant changes to PC, PE, and KE.
<i>SISOABS004 Lead and perform multi pitch abseiling on natural surfaces</i>	<i>SISOABS004M Lead and perform multi pitch abseiling on natural surfaces</i>	Not equivalent	Activity merged with lead unit. KE and PE reworded to indicate scope and depth; significant additions and deletions to fully reflect merged content of PCs
<i>SISOARC001 Lead archery sessions</i>	<i>SISOARC001 Lead archery sessions</i>	Equivalent	No changes
<i>SISOCHC001 Lead challenge course sessions (low elements)</i>	<i>SISOCHC001 Lead challenge course sessions (low elements)</i>	Equivalent	Minor wording refinement; equivalent.
<i>SISOCHC002 Set up and supervise challenge course sessions (low elements)</i>	<i>SISOCHC002 Set up and supervise challenge course sessions (low elements)</i>	Equivalent	Minor wording refinement; equivalent.
<i>SISOCHC003 Lead challenge course sessions (high elements)</i>	<i>SISOCHC003 Lead challenge course sessions (high elements)</i>	Equivalent	Minor wording refinement; equivalent.
<i>SISOCHC004 Set up and supervise challenge course sessions (high elements)</i>	<i>SISOCHC004 Set up and supervise challenge course sessions (high elements)</i>	Equivalent	Minor wording refinement; equivalent.
<i>SISOCHC005 Manage challenge course</i>	—	Deleted	Deleted due to duplication across SISOCHC002 and SISOCHC004 and very low enrolment numbers.

Bushwalking

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOBWG001 Bushwalk in tracked environments</i>	Title remains same	N/A	Minor changes to wording
<i>SISOBWG002 Bushwalk in difficult tracked environments</i>	<i>SISOBWG002M Lead bushwalks in difficult tracked environments</i>	Not equivalent	Activity merged with lead unit. KE and PE reworded to indicate scope and depth; significant additions and deletions to fully reflect merged content of PCs
<i>SISOBWG007 Lead bushwalks in extremely difficult tracked and untracked environments</i>	<i>SISOBWG007M Lead bushwalks in extremely difficult tracked and untracked environments</i>	Not equivalent	Three lead units merged due to significant duplication; significant changes to PC, PE and KE.

Canyoning

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOCAY001 Traverse canyons</i>	Title remains same	N/A	Minor changes to wording
<i>SISOCAY002 Lead canyoning activities (easy to intermediate canyons)</i>	<i>SISOCAY002M Lead canyoning activities (easy to intermediate canyons)</i>	Not equivalent	Activity merged with lead unit. Significant changes to PC, PE and KE.
<i>SISOCAY003 Lead canyoning activities (intermediate to advanced canyons)</i>	<i>SISOCAY003M Lead canyoning activities (intermediate to advanced canyons)</i>	Not equivalent	Activity merged with lead unit. Significant changes to PC, PE and KE.

Climbing

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOCLM001 Top rope climb single pitches, artificial surfaces</i>	Title remains same	Equivalent	Minor wording updates for clarity; retains equivalence.
<i>SISOCLM002 Top rope climb single pitches, natural surfaces</i>	Title remains same	Equivalent	Updated terminology and performance evidence to align with current AAAS standards.
<i>SISOCLM003 Lead single pitch climbs</i>	Title remains same	Equivalent	Adjusted knowledge evidence for consistency with lead protocols; maintains equivalence.
<i>SISOCLM004 Lead multipitch climbs</i>	Title remains same	Equivalent	Refinements to terminology and risk management references; equivalent.
<i>SISOCLM005 Establish ropes for climbing and abseiling on artificial surfaces</i>	Title remains same	Equivalent	Updated equipment references and terminology; equivalent.
<i>SISOCLM006 Establish ropes for climbing and abseiling on natural surfaces</i>	Title remains same	Equivalent	Updated terminology and context examples; equivalent.
<i>SISOCLM007 Lead climbing activities on single pitch natural surfaces</i>	Activity merged with lead and deliver units	Not equivalent	Significant changes to Performance Criteria (PC), Performance Evidence (PE), and Knowledge Evidence (KE).
<i>SISOCLM008 Lead climbing activities on multipitch natural surfaces</i>	Activity merged with lead and deliver units	Not equivalent	Significant changes to PC, PE, and KE.

Cycling

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOCYT001 Set up, maintain and repair bicycles</i>	—	Equivalent	Minor change to wording for clarity and consistency.
<i>SISOCYT002 Ride bicycles on roads and pathways, easy conditions</i>	—	Equivalent	Minor wording refinements; maintains equivalence.
<i>SISOCYT003 Ride bicycles on roads, up to moderate terrain and heavy traffic</i>	—	Equivalent	Minor change to wording; retains equivalence.
<i>SISOCYT004 Ride off road bicycles on easy trails / SISOCYT005 Ride off road bicycles on intermediate trails</i>	<i>SISOCYT004M Ride off road bicycles on easy and intermediate trails</i>	Not equivalent	Merges SISOCYT004 and SISOCYT005 due to duplication. KE and PE reworded to indicate scope and depth; significant additions and deletions to fully reflect merged content of PCs.
<i>SISOCYT006 Lead cycling activities on roads and pathways, easy conditions / SISOCYT007 Lead cycling activities on roads, up to moderate terrain and heavy traffic</i>	<i>SISOCYT006M Lead cycling activities on roads and pathways in varied conditions</i>	Not equivalent	Merges SISOCYT006 and SISOCYT007 into a single unit. KE and PE reworded to indicate scope and depth; significant additions and

			deletions to reflect merged PC content.
<i>SISOCYT008 Lead off road cycling activities on easy trails / SISOCYT009 Lead off road cycling activities on intermediate trails</i>	<i>SISOCYT008M Lead off road cycling activities on easy and intermediate trails</i>	Not equivalent	Merges SISOCYT008 and SISOCYT009 due to duplication. KE and PE reworded to indicate scope and depth; significant additions and deletions to reflect merged PC content.

Equine

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOEQU001 Handle horses</i>	<i>SISOEQU001 Handle horses</i>	Equivalent	Minor change to wording; retains equivalence.
<i>SISOEQU002 Ride horses using fundamental skills</i>	—	Deleted	Unit removed; content aligned to the Equestrian sector.
<i>SISOEQU003 Ride horses on tracked trail rides</i>	—	Deleted	Unit removed; content aligned to the Equestrian sector.
<i>SISOEQU004 Ride horses on untracked trail rides</i>	—	Deleted	Unit removed; content aligned to the Equestrian sector.
<i>SISOEQU005 Guide horse trail rides in tracked areas / SISOEQU006 Guide horse trail rides in untracked areas</i>	<i>SISOEQU005M Lead horse trail rides</i>	Not equivalent	Combines SISOEQU005 and SISOEQU006 due to duplication; title updated; prerequisites include SISOEQU001 and

			SISOEQU010. KE and PE reworded to indicate scope and depth; significant additions and deletions to reflect merged PC content.
<i>SISOEQU007 Instruct horse handling skills</i>	—	Deleted	Unit removed; content aligned to the Equestrian sector.
<i>SISOEQU008 Instruct fundamental horse-riding skills</i>	—	Deleted	Unit removed.
<i>SISOEQU009 Instruct the advancement of recreational horse-riding skills</i>	—	Deleted	Unit removed.
<i>SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities</i>	<i>SISOEQU010 Identify hazards, assess and control safety risks for horse handling and riding activities</i>	Equivalent	Minor change to wording; retains equivalence.
<i>SISOEQU011 Manage horse illness and injury in remote areas</i>	—	Deleted	Unit removed.
<i>SISOEQU012 Assess horses for sport or recreational performance</i>	—	Deleted	Unit removed.
<i>SISOEQU013 Condition horses for sport or recreational performance</i>	—	Deleted	Unit removed.
<i>SISOEQU014 Determine nutritional requirements for sport or recreational horses</i>	—	Deleted	Unit removed.
<i>SISOEQU015 Acquire and educate horses for sport or recreational programs</i>	—	Deleted	Unit removed.

Field operations

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
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<i>SISOFLD001 Assist in conducting recreation sessions</i>	<i>SISOFLD001 Assist in conducting recreation sessions</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOFLD002 Minimise environmental impact</i>	<i>SISOFLD002 Minimise environmental impact</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOFLD003 Select, set up and operate a temporary or overnight site</i>	<i>SISOFLD003 Select, set up and operate a temporary or overnight site</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOFLD004 Provide first aid in remote locations</i>	<i>SISOFLD004 Provide first aid in remote locations</i>	Equivalent	Maintains prerequisite; no substantive change.
<i>SISOFLD005 Navigate waterway courses</i>	<i>SISOFLD005 Navigate waterway courses</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOFLD006 Navigate in tracked environments</i>	<i>SISOFLD006 Navigate in tracked environments</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOFLD007 Navigate in difficult tracked environments / SISOFLD008 Navigate in extremely difficult tracked and untracked environments</i>	<i>SISOFLD007M Navigate in very difficult tracked and untracked environments</i>	Not equivalent	Combines SISOFLD007 and SISOFLD008 due to duplication; significant updates to Performance Criteria (PC), Performance Evidence (PE), and Knowledge Evidence (KE).
<i>SISOBWG004 Cross rivers during bushwalks</i>	<i>SISOBWG004 Cross rivers during bushwalks</i>	Equivalent	Minor changes to wording; retains equivalence.

Fishing

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOFSH001 Locate, attract and catch fish</i>	<i>SISOFSH001 Locate, attract and catch fish</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOFSH002 Select and catch bait /</i>	<i>SISOFSH00M Select and rig bait and tackle for fishing activities</i>	Not equivalent	Merges SISOFSH002 and SISOFSH003 due

<i>SISOFSH003 Select and rig tackle outfits</i>			to duplication; significant changes to Performance Criteria (PC) and Knowledge Evidence (KE).
<i>SISOFSH004 Lead fishing activities</i>	—	Deleted	Unit deleted; leadership content integrated into broader outdoor leadership units.

Four-wheel driving

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISODRV001 Drive AWD/4WD vehicles on unsealed roads</i>	<i>SISODRV001 Drive AWD/4WD vehicles on unsealed roads</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISODRV002 Lead four-wheel driving activities</i>	<i>SISODRV002 Lead four-wheel driving activities</i>	Equivalent	Minor changes to wording; retains equivalence.

New units

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
—	<i>SISORL003M Maintain psychosocial and cultural safety for participants</i>	New unit	No equivalent; developed to embed psychosocial and cultural safety principles across all outdoor contexts.
—	<i>SISORL00M Lead outdoor recreation activities</i>	New unit	No equivalent; consolidates multiple former leadership units to establish a single, flexible national standard for

			outdoor leadership.
—	<i>SISODOR00M Deliver outdoor recreation sessions</i>	New unit	No equivalent; developed to address facilitation and delivery of outdoor programs across environments.
—	<i>SISOxxxxxx Design and lead advanced outdoor recreation learning programs</i>	New unit	Not equivalent; new unit focused on advanced program design, delivery, and evaluation for experienced practitioners.

Paddlecraft (canoe, kayak, SUP, rafting)

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOCNE001 Paddle a craft using fundamental skills</i>	<i>SISOCNE001 Paddle a craft using fundamental skills</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOKYK002 Paddle a kayak on moving water up to grade 1 rivers / SISOCNE003 Paddle a canoe on moving water up to grade 1 rivers</i>	<i>SISPDC001M Paddlecraft on inland flatwater up to grade 1 rivers</i>	No equivalent unit	Combines SISOKYK002 and SISOCNE003 due to duplication.
<i>SISOKYK003 Paddle a kayak on grade 2 rivers / SISOCNE004 Paddle a canoe on grade 2 rivers</i>	<i>SISPDC002M Paddlecraft on inland flatwater up to grade 2 rivers</i>	No equivalent unit	Combines SISOKYK003 and SISOCNE004.
<i>SISOCNE006 Lead canoeing activities on moving water up to grade 1 rivers / SISOKYK006 Lead kayaking activities on moving water up to grade 1 rivers</i>	<i>SISPDC003M Lead paddlecraft on moving water up to grade 1 rivers</i>	No equivalent unit	Combines SISOCNE006 and SISOKYK006.

<i>SISOCNE007 Lead canoeing activities on grade 2 rivers / SISOKYK007 Lead kayaking activities on grade 2 rivers</i>	<i>SISPDC004M Lead paddlecraft up to grade 2 rivers</i>	No equivalent unit	Combines SISOCNE007 and SISOKYK007.
<i>SISOKYS001 Paddle a sea kayak in enclosed waters / SISOKYK001 Paddle a kayak on inland flatwater / SISOCNE002 Paddle a canoe on inland flatwater</i>	<i>SISPDC005M Paddlecraft on enclosed waters and inland flatwater</i>	No equivalent unit	Combines SISOKYS001, SISOKYK001, and SISOCNE002.
<i>SISOKYK005 Lead kayaking activities on inland flatwater / SISOCNE005 Lead canoeing activities on inland flatwater</i>	<i>SISPDC006M Lead paddlecraft on inland flatwater</i>	No equivalent unit	Combines SISOKYK005 and SISOCNE005.
<i>SISOKYK004 Paddle a kayak on grade 3 rivers / SISOKYK008 Lead kayaking activities on grade 3 rivers</i>	<i>SISOKYK008 Lead kayaking activities on grade 3 rivers</i>	No equivalent unit	Combines SISOKYK004 and SISOKYK008.
<i>SISOKYS002 Paddle a sea kayak in sheltered coastal waters</i>	<i>SISOKYS002 Paddle a sea kayak in sheltered coastal waters</i>	Equivalent	Minor changes to wording.
<i>SISOKYS003 Paddle a sea kayak in exposed coastal waters</i>	<i>SISOKYS003 Paddle a sea kayak in exposed coastal waters</i>	Equivalent	Minor changes to wording.
<i>SISOKYS001 Paddle a sea kayak in enclosed waters / SISOKYS004 Lead Sea kayaking activities in enclosed waters</i>	<i>SISOKYS001M Lead Sea kayaking activities in enclosed waters</i>	Not equivalent	Combines SISOKYS001 and SISOKYS004.
<i>SISOKYS005 Lead Sea kayaking activities in sheltered coastal waters</i>	<i>SISOKYS005 Lead Sea kayaking activities in sheltered coastal waters</i>	Equivalent	Minor changes to wording.
<i>SISOKYS006 Lead Sea kayaking activities in exposed coastal waters</i>	<i>SISOKYS006 Lead Sea kayaking activities in exposed coastal waters</i>	Equivalent	Minor changes to wording.
<i>SISOSUP001 Paddle a stand-up board on inland flatwater</i>	<i>SISOSUP001 Paddle a stand-up board on inland flatwater</i>	Equivalent	Minor changes to wording.

<i>SISOSUP002 Paddle a stand-up board in small waves</i>	<i>SISOSUP002 Paddle a stand-up board in small waves</i>	Equivalent	Minor changes to wording.
<i>SISOSUP003 Paddle a stand-up board in sheltered coastal waters</i>	<i>SISOSUP003 Paddle a stand-up board in sheltered coastal waters</i>	Equivalent	Minor changes to wording.
<i>SISOSUP004 Lead stand up paddle boarding activities on inland flatwater / SISOSUP005 Lead SUP activities on small waves / SISOSUP006 Lead SUP activities in sheltered coastal waters</i>	<i>SISOSUP005M Lead stand up paddle boarding activities</i>	No equivalent unit	Combines SISOSUP005 and SISOSUP006 due to duplication.
<i>SISORAF001 Guide a raft on grade 2 rivers / Sisoraf004 Lead rafting activities on grade 2 rivers</i>	—	No equivalent unit	Combines Sisoraf001 and Sisoraf004.
<i>SISORAF002 Guide a raft on grade 3 rivers / Sisoraf005 Lead rafting activities on grade 3 rivers</i>	<i>SISORAF005 Lead rafting activities on grade 3 rivers</i>	No equivalent unit	Combines Sisoraf002 and Sisoraf005.
<i>SISORAF003 Guide a raft on grade 4 rivers / Sisoraf006 Lead rafting activities on grade 4 rivers</i>	<i>SISORAF006 Lead rafting activities on grade 4 rivers</i>	No equivalent unit	Combines Sisoraf003 and Sisoraf006.

Personal Watercraft

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOPWC001 Ride personal watercraft in smooth water conditions</i>	<i>SISOPWC001 Ride personal watercraft in smooth water conditions</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOPWC002 Ride personal watercraft in slight water conditions</i>	<i>SISOPWC002 Ride personal watercraft in slight water conditions</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOPWC003 Lead personal watercraft activities in smooth</i>	<i>SISOPWC003M Lead personal watercraft riding activities in smooth and light water conditions</i>	No equivalent unit	Combines SISOPWC003 and SISOPWC004 due

<i>water conditions / SISOPWC004 Lead personal watercraft activities in slight water conditions</i>			to duplication; significant refinements to Performance Criteria (PC), Performance Evidence (PE), and Knowledge Evidence (KE).
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Planning units

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOPLN001 Finalise operation of outdoor recreation activities</i>	<i>SISOPLN001 Finalise operation of outdoor recreation activities</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOPLN002 Plan outdoor activity sessions</i>	<i>SISOPLN002 Plan outdoor activity sessions</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOPLN003 Develop outdoor recreation programs</i>	<i>SISOPLN003 Develop outdoor recreation programs</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities</i>	<i>SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities</i>	<i>SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOPLN006 Plan for minimal environmental impact</i>	<i>SISOPLN006 Plan for minimal environmental impact</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOPLN007 Manage risk for outdoor programs</i>	<i>SISOPLN007 Manage risk for outdoor programs</i>	Equivalent	Minor changes to wording; retains equivalence.

Rescue units

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISORSC001 Conduct search and rescue</i>	<i>SISORSC001 Conduct search and rescue</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISORSC002 Perform vertical rescues</i>	<i>SISORSC002 Perform vertical rescues</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISORSC003 Perform complex vertical rescues</i>	<i>SISORSC003 Perform complex vertical rescues</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISORSC004 Self rescue in white water</i>	<i>SISORSC004 Self rescue in white water</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISORSC005 Rescue others in white water</i>	<i>SISORSC005 Rescue others in white water</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISORSC006 Lead and participate in complex white-water rescues</i>	<i>SISORSC006 Lead and participate in complex white-water rescues</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISORSC007 Perform basic surf rescues</i>	<i>SISORSC007 Perform basic surf rescues</i>	Equivalent	Minor changes to wording; retains equivalence.

Sailing

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOSAI001 Sail small boats in smooth water and light to moderate wind conditions</i>	<i>SISOSAI001 Sail small boats in smooth water and light to moderate wind conditions</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSAI002 Sail small boats in partially smooth water and moderate to fresh wind conditions</i>	<i>SISOSAI002 Sail small boats in partially smooth water and moderate to fresh wind conditions</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSAI003 Sail small boats in open coastal waters and moderate wind conditions</i>	<i>SISOSAI003 Sail small boats in open coastal waters and moderate wind conditions</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSAI004 Lead sailing activities in smooth water and light to moderate wind conditions / SISOSAI005 Lead sailing activities in</i>	<i>SISOSAI00M Lead sailing activities</i>	No equivalent unit	Combines SISOSAI004 and SISOSAI005 due to duplication; significant

<i>partially smooth water and moderate to fresh wind conditions</i>			refinements to PCs, PE and KE.
<i>SISOSAI006 Lead sailing activities in open coastal waters and moderate wind conditions</i>	<i>SISOSAI006 Lead sailing activities in open coastal waters and moderate wind conditions</i>	Equivalent	Minor changes to wording; retains equivalence.

Scuba diving

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres</i>	<i>SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSCB002 SCUBA dive from boats</i>	<i>SISOSCB002 SCUBA dive from boats</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSCB003 SCUBA dive at night</i>	<i>SISOSCB003 SCUBA dive at night</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSCB004 Navigate prescribed routes underwater</i>	<i>SISOSCB004 Navigate prescribed routes underwater</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSCB005 Complete underwater search and recovery dives</i>	<i>SISOSCB005 Complete underwater search and recovery dives</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSCB006 Perform diver rescues</i>	<i>SISOSCB006 Perform diver rescues</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSCB007 Inspect and fill SCUBA cylinders</i>	<i>SISOSCB007 Inspect and fill SCUBA cylinders</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSCB008 SCUBA dive using Enriched Air Nitrox</i>	<i>SISOSCB008 SCUBA dive using Enriched Air Nitrox</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSCB009 SCUBA dive to depths between 18 and 40 metres</i>	<i>SISOSCB009 SCUBA dive to depths between 18 and 40 metres</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSCB010 Lead SCUBA diving activities</i>	<i>SISOSCB010 Lead SCUBA diving activities</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSCB011 Lead specialised SCUBA diving activities</i>	<i>SISOSCB011 Lead specialised SCUBA diving activities</i>	Equivalent	Minor changes to wording; retains equivalence.

Skiing

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOSKT001 Ski on easy cross-country terrain</i>	<i>SISOSKT001 Ski on easy cross-country terrain</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSKT002 Ski on intermediate cross-country terrain</i>	<i>SISOSKT002 Ski on intermediate cross-country terrain</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSKT004 Lead skiing activities on easy cross-country terrain</i>	<i>SISOSKT004 Lead skiing activities on easy cross-country terrain</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSKT005 Lead skiing activities on intermediate cross-country terrain</i>	<i>SISOSKT005 Lead skiing activities on intermediate cross-country terrain</i>	Equivalent	Minor changes to wording; retains equivalence.

Surfing

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOSRF001 Surf small waves using basic manoeuvres</i>	<i>SISOSRF001 Surf small waves using basic manoeuvres</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSRF002 Surf waves using intermediate manoeuvres</i>	<i>SISOSRF002 Surf waves using intermediate manoeuvres</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSRF003 Surf waves using advanced manoeuvres</i>	<i>SISOSRF003 Surf waves using advanced manoeuvres</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOSRF004 Lead surfing activities (small waves) / SISOSRF005 Lead surfing activities (intermediate manoeuvres) / SISOSRF006 Lead surfing activities (advanced manoeuvres)</i>	<i>SISOSRF004M Lead surfing activities</i>	No equivalent unit	Combines SISOSRF004, SISOSRF005, and SISOSRF006 due to duplication; refined Performance Criteria (PC), Performance Evidence (PE), and Knowledge Evidence (KE) to support consistent progression.

Windsurfing

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISOWIN001 Windsurf in smooth water and light wind conditions</i>	<i>SISOWIN001 Windsurf in smooth water and light wind conditions</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISOWIN002 Lead windsurfing activities in smooth water and light wind conditions</i>	<i>SISOWIN002 Lead windsurfing activities in smooth water and light wind conditions</i>	Equivalent	Minor changes to wording; retains equivalence.

General electives

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SISXCCS002 Coordinate client service activities</i>	<i>SISXCCS002 Coordinate client service activities</i>	Equivalent	No significant changes; maintains existing intent and outcomes.
<i>SISXCCS004 Provide quality service</i>	<i>SISXCCS004 Provide quality service</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISXCCS005 Monitor and evaluate customer service</i>	<i>SISXCCS005 Monitor and evaluate customer service</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISXEMR003 Respond to emergency situations</i>	<i>SISXEMR003 Respond to emergency situations</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISXEMR004 Coordinate emergency responses</i>	<i>SISXEMR004 Coordinate emergency responses</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISXFAC004 Coordinate facility and equipment acquisition and maintenance</i>	<i>SISXFAC004 Coordinate facility and equipment acquisition and maintenance</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISXHRM001 Recruit and manage volunteers</i>	<i>SISXHRM001 Recruit and manage volunteers</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISXMGT002 Develop and maintain stakeholder relationships</i>	<i>SISXMGT002 Develop and maintain stakeholder relationships</i>	Equivalent	Minor changes to wording; retains equivalence.

<i>SISXMG003 Recruit, induct and manage volunteers</i>	<i>SISXMG003 Recruit, induct and manage volunteers</i>	Equivalent	Minor changes to wording; retains equivalence.
<i>SISXMG004 Coordinate work teams</i>	<i>SISXMG004 Coordinate work teams</i>	Equivalent	Minor changes to wording; retains equivalence.

Imported electives

Previous Unit Code and Title (SIS 6.1)	Replacement Unit Code and Title (SIS 7.0)	Status	Summary of Proposed Changes
<i>SITGDE019 Research and share information on Australian Indigenous cultures</i>	<i>SITGDE019 Research and share information on Australian Indigenous cultures</i>	Equivalent	No changes; retains equivalence and relevance to cultural education and engagement.
<i>SITGDE020 Prepare specialised interpretive content on flora, fauna and landscape</i>	<i>SITGDE020 Prepare specialised interpretive content on flora, fauna and landscape</i>	Equivalent	No changes; retains equivalence.
<i>SITXFSA005 Use hygienic practices for food safety</i>	<i>SITXFSA005 Use hygienic practices for food safety</i>	Equivalent	No changes; maintains compliance with national food safety standards.
<i>SITXFSA006 Participate in safe food handling practices</i>	<i>SITXFSA006 Participate in safe food handling practices</i>	Equivalent	No changes; retains equivalence.
<i>TLIB0002 Carry out vehicle inspection</i>	<i>TLIB0002 Carry out vehicle inspection</i>	Equivalent	No changes; retains equivalence.
<i>TLIB2003 Carry out vehicle servicing and maintenance</i>	—	Deleted by Industry Skills Australia	Unit deleted; content addressed through equivalent industry-based qualifications.
<i>TLIC0023 Operate four-wheel drive vehicle</i>	<i>TLIC0023 Operate four-wheel drive vehicle</i>	Equivalent	No changes; retains equivalence.
<i>SITTTOP007 Provide outdoor catering</i>	<i>SITTTOP007 Provide outdoor catering</i>	Equivalent	No changes; retains equivalence.

<i>TLIH0006 Plan and navigate route</i>	<i>TLIH0006 Plan and navigate route</i>	Equivalent	No changes; retains equivalence.
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Appendix B

Unit code	SISORL003M
Unit title	Maintain psychosocial and cultural safety for participants
Unit outcomes	This knowledge-based unit describes the skills and knowledge required to support participants with diverse cultural, identity, neurodivergent and accessibility needs in outdoor recreation programs. Learners maintain psychosocial and cultural safety for participants by: • anticipating and responding to diverse participant needs • facilitating inclusive participation and preventing discrimination • preventing and responding to bullying, racism, harassment, or distress • applying inclusive and accessible practice for diverse needs • engaging collaboratively with caregivers, colleagues, and community • upholding consent, boundaries and ‘challenge by choice’ principles • demonstrating inclusive communication and representation of identity and diversity • reflecting on practice to improve psychosocial and cultural safety This unit applies to leaders, educators and supervisors who create safe, inclusive and culturally respectful environments. Work is performed independently or collaboratively across indoor and outdoor settings and may involve engagement with schools, caregivers, community members and support personnel. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
Knowledge	Describes what a learner knows and understands upon successful completion and can be described in terms of depth, breadth, kinds of knowledge and complexity. Upon successful completion, learners know and understand: • principles of psychosocial and cultural safety in both indoor and outdoor recreation leadership settings • legal and ethical responsibilities related to inclusion, discrimination and harassment • strategies for preventing and responding to psychosocial risks • adjustment strategies for supporting participants with disabilities or hidden barriers • effective collaboration processes and consultation methods • informed consent processes and ‘challenge by choice’ principles • potential considerations for gender, sexuality, neurodiversity and cultural identity • reflective practice and continuous improvement strategies

Skills	Describes what a learner can do upon successful completion and can be described in terms of kinds and complexity, and may include cognitive skills, technical skills, communication skills, creative skills, interpersonal skills and generic skills. Upon successful completion, learners can: • identify and manage psychosocial risks in group settings • use inclusive, culturally appropriate communication and model inclusive behaviour • apply de-escalation, restorative and response strategies during participant distress or exclusion • modify and adapt activities, equipment or environments to ensure participation • collaborate with others to plan, implement and review inclusive adjustments • facilitate informed choice and consent during activities • use affirming, non-discriminatory language and inclusive group facilitation techniques • document, evaluate and review psychosocial and cultural safety practices
Application of Knowledge & Skills	Learners apply knowledge of inclusion, accessibility and psychosocial safety to interpret participant needs and inform planning decisions in diverse outdoor recreation contexts. Learners apply this knowledge by: • applying principles of psychosocial and cultural safety when planning, facilitating and reviewing outdoor recreation activities • creating inclusive environments that uphold psychological safety cultural respect and freedom from discrimination, bullying, or harassment • making real-time decisions to manage participant distress, conflict or exclusion in ways that restore emotional and physical safety • adapting activities, communication and equipment to enable participation for individuals with disability, neurodivergence, or other access needs • collaborating with colleagues, caregivers and community members to design, implement and review reasonable adjustments that support inclusion • applying informed consent and ‘challenge by choice’ principles to uphold participant autonomy, dignity and safety throughout activities • using inclusive and affirming communication that recognises and respects cultural, gender and identity diversity among participants • reflecting on personal facilitation practices to evaluate psychosocial and cultural safety outcomes and identify strategies for continuous improvement.
Pre-requisite unit	None
Competency field	tba
Unit sector	tba

Foundation skills

Reading skills: to interpret participant profiles, medical information and organisational policies to inform inclusive planning decisions

Oral communication: to use inclusive and culturally appropriate language with participants and caregivers to clarify needs and explain adjustments and safety requirements

Writing skills: to use clear, respectful and strength-based language when documenting participant needs, strategies and adaptations

Problem solving: to anticipate, identify and describe responses to barriers to participation, safety concerns or discrimination in outdoor settings

Initiative and enterprise skills: to apply understanding of cultural and psychosocial factors to suggest improvements in program design and delivery.

Range of conditions

Because this is a **knowledge-based unit** (focusing on inclusion, accessibility, cultural and psychosocial safety in both indoor and outdoor recreation settings), the range of conditions should highlight different outdoor environments, participant characteristics, and organisational settings that affect how knowledge is applied. It defines the **scope** in which the unit's knowledge must be understood and assessed. Application of knowledge and skills must consider the following:

- **Outdoor environments:** centre-based, parkland, coastal, inland waterway, forest, alpine, or remote settings.
 - **Participant characteristics:** children, young people, adults, older participants, people with disability, neurodivergent individuals, culturally diverse groups, and those with psychosocial or trauma-related needs.
 - **Organisational settings:** schools, community organisations, recreation providers, outdoor education centres or government agencies.
 - **Cultural and community protocols:** respect for local Aboriginal and Torres Strait Islander knowledge, connection to Country and cultural permissions for all diverse community groups
 - **Accessibility requirements:** physical adaptations, sensory supports, augmentative communication aids or tailored supervision and safety planning.
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Assessment Requirements

This section outlines **observable products, decisions or justifications** that demonstrate the learner can apply their knowledge consistently and to standard. Evidence of the ability to apply knowledge must demonstrate that the learner can:

- apply psychosocial and cultural safety principles in planning and facilitation of activities
 - conduct pre-activity briefings that demonstrate inclusive communication and expectations for respectful participation
 - respond to psychosocial incidents (bullying, exclusion, harassment) using appropriate intervention techniques
 - implement reasonable adjustments for accessibility needs in both indoor and outdoor recreation settings
 - co-design inclusion strategies and confirm consent with participants or caregivers
 - facilitate activities demonstrating participant consent, choice and safety boundaries
 - demonstrate inclusive language and representation of diversity during participant interactions
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	• produce a reflective record outlining adjustments and outcomes for future improvement
Performance evidence	This section outlines observable products, decisions or justifications that demonstrate the learner can apply their knowledge consistently and to standard. Evidence of the ability to apply knowledge must demonstrate that the learner can: • apply psychosocial and cultural safety principles in planning and facilitation of activities • conduct pre-activity briefings that demonstrate inclusive communication and expectations for respectful participation • respond to psychosocial incidents (bullying, exclusion, harassment) using appropriate intervention techniques • implement reasonable adjustments for accessibility needs in both indoor and outdoor recreation settings • co-design inclusion strategies and confirm consent with participants or caregivers • facilitate activities demonstrating participant consent, choice and safety boundaries • demonstrate inclusive language and representation of diversity during participant interactions • produce a reflective record outlining adjustments and outcomes for future improvement
Knowledge evidence	The learner must demonstrate knowledge of: • definitions and importance of psychosocial and cultural safety including early recognition of risk indicators • legal obligations, discrimination law and inclusive communication frameworks • recognising and responding to signs of distress; principles of peer respect and restorative practice

	• accessibility and universal design principles; strategies for physical and sensory inclusion • benefits and methods of collaborative planning and shared responsibility for safety • the five principles of challenge by choice; participant autonomy and consent protocols • inclusive practices for LGBTQIA+ and neurodivergent participants applying both privacy and respectful representation • frameworks for reflective practice and self-assessment in inclusion and safety leadership
Assessment conditions	Assessment must ensure access to relevant documentation sources to research and support demonstration of knowledge and skills through the performance evidence. Assessment must ensure: • access to a range of participant case studies or scenarios reflecting diversity in age, ability, cultural identity, neurodivergence and psychosocial needs • access to organisational policies, inclusion frameworks and cultural safety protocols relevant to indoor and outdoor recreation programs • access to resources that reflect workplace documentation standards, including participant plans, safety procedures and communication records Assessment methods must include: • written or oral questioning to assess depth of knowledge and understanding • analysis of case studies or simulated planning tasks demonstrating application of inclusive and psychosocial safety knowledge • reflective or scenario-based activities that assess learner ability to interpret participant needs and justify inclusive strategies Assessor requirements: Assessors must satisfy the Standards for Registered Training Organisations (RTOs) requirements for assessors and must demonstrate current vocational competence and industry currency in one or more of the following areas: • outdoor recreation leadership or program facilitation • inclusive or adaptive outdoor education practice • psychosocial safety, wellbeing, or disability inclusion
Unit mapping information	No equivalent unit
Links	Link to Companion Volume Implementation https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

SISORL003M Maintain psychosocial and cultural safety for participants – Aligned mapping table (8 priority knowledge-based learning outcomes)

Unit outcomes	Knowledge	Skill	Performance evidence	Knowledge evidence
Anticipate and respond to diverse participant needs	Principles of psychosocial and cultural safety in outdoor settings	Identify and manage psychosocial risks in group settings	Apply psychosocial and cultural safety principles in planning and facilitation of activities	Definitions and importance of psychosocial and cultural safety; early recognition of risk indicators
Facilitate inclusive participation and prevent discrimination	Legal and ethical responsibilities related to inclusion, discrimination, and harassment	Use inclusive, culturally appropriate communication and model inclusive behaviour	Conduct pre-activity briefings that demonstrate inclusive communication and expectations for respectful participation	Legal obligations, discrimination law, and inclusive communication frameworks
Prevent and respond to bullying, racism, harassment or distress	Strategies for preventing and responding to psychosocial risks	Apply de-escalation, restorative and response strategies during participant distress or exclusion	Respond to psychosocial incidents (bullying, exclusion, harassment) using appropriate intervention techniques	Recognising and responding to signs of distress; principles of peer respect and restorative practice
Apply inclusive and accessible practice for diverse needs	Adjustment strategies for supporting participants with disabilities or hidden barriers	Modify and adapt activities, equipment or environments to ensure participation	Implement reasonable adjustments for different accessibility needs in indoor or outdoor settings	Accessibility and universal design principles; strategies for physical and sensory inclusion
Engage collaboratively with caregivers, colleagues, and community members	Effective collaboration processes and consultation methods	Collaborate with others to plan, implement, and review inclusive adjustments	Co-design inclusion strategies and confirm consent with participants or caregivers	Benefits and methods of collaborative planning and shared responsibility for safety
Uphold consent, boundaries, and challenge by choice principles	Informed consent processes and 'challenge by choice' principles	Facilitate informed choice and consent during activities	Facilitate activities demonstrating participant consent, choice and safety boundaries	The five principles of 'challenge by choice', participant autonomy and consent protocols
Demonstrate inclusive communication and representation of identity and diversity	Potential considerations for gender, sexuality, neurodiversity and cultural identity	Use affirming, non-discriminatory language and inclusive group facilitation techniques	Demonstrate inclusive language and representation of diversity during participant interactions	Inclusive practices for LGBTQIA+ and neurodivergent participants; privacy and respectful representation
Reflect on practice to improve psychosocial and cultural safety	Reflective practice and continuous improvement strategies	Document, evaluate and review psychosocial and cultural safety practices	Produce a reflective record outlining adjustments and outcomes for future improvement	Frameworks for reflective practice and self-assessment in inclusion and safety leadership