



# Guideline for collecting evidence towards adventurous activities nationally recognised qualifications

2021

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This document was prepared with consultation between

- State Commissioner – Vocational Education & Training (NSW)
- State Commissioner – Adventurous Activities (NSW)
- National Adventurous Activities Instructor
- 3 SAIT Assessors who specialise in Adventurous Activities (Rock, Water & Bushwalking)

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## Collecting Evidence relevant to National Adventurous Activities Framework and how this relates to achieving nationally recognised qualifications

There have been many questions about “what” to provide as evidence for SAIT to achieve nationally recognised qualifications. This document aims to clarify not on the “what” but the “why” various types of evidence are required and “how” to present the evidence. The scope of this document is designed to focus on members achieving and gathering evidence from engagement in adventurous activity experiences. SAIT can also consider members’ experiences outside scouts if required in the recognition of prior learning assessment.

### Why

Let’s focus on why first.

All nationally recognised units of competency require adherence to organisational policies and procedures.

So as a member of scouts, we can demonstrate this by using templates and following Scouts NSW/Scouts Australia organisational policies and procedures and the Australian Adventurous Activity Standards (and associated Good Practice Guides) published by the Outdoor Council of Australia.

The NAAF, Scouting policies and procedures, the youth program and the nationally recognised qualifications requirements have all been informed by the Australian Adventurous Activity Standards and therefore are well aligned. At times there may be situations where Scouting outcomes require more evidence of ability and there may be times when SAIT/VET outcomes require more evidence from members, but otherwise, all programs are reasonably well aligned.

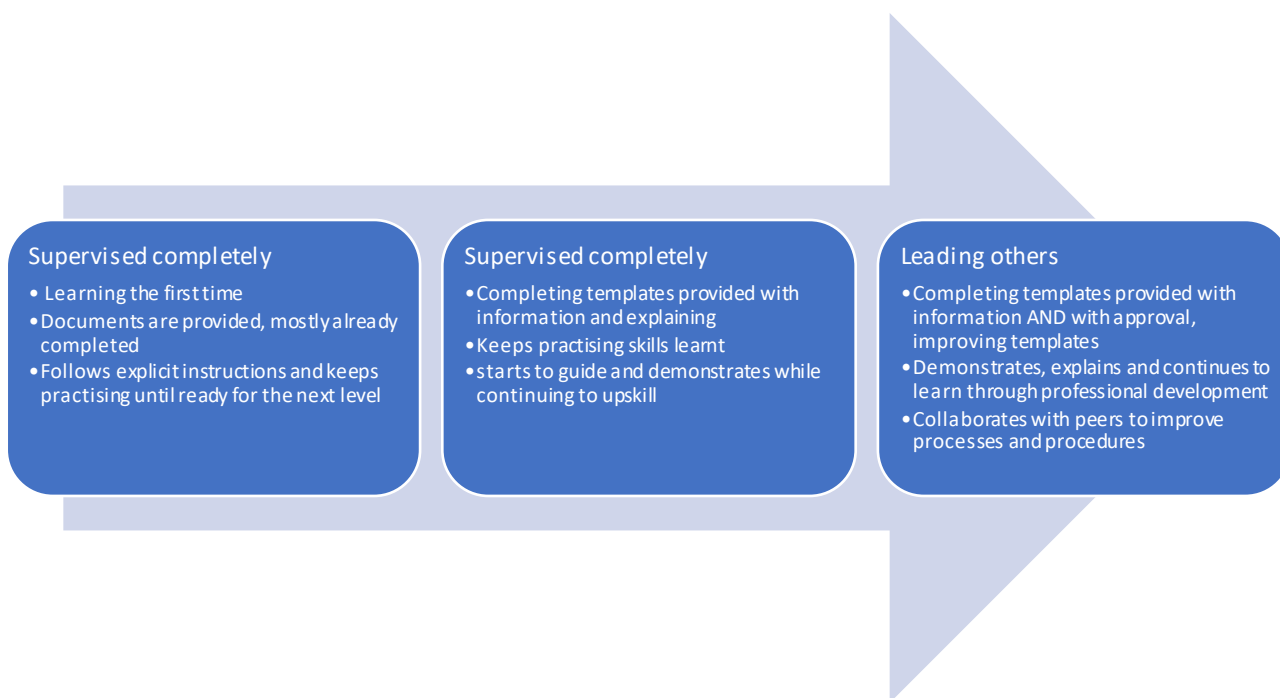
Each level of participation in adventurous activities has been defined by the NAAF and associated nationally recognised units of competency have been mapped at each level. This provides guidance on the skills and knowledge required of members at each qualification level. The evidence that we collect therefore, should also align with the relevant qualification level that the member is participating in.

Then a comparison of types of evidence required to apply for recognition of prior learning towards nationally recognised units of competency via SAIT, is listed in a comparison table.

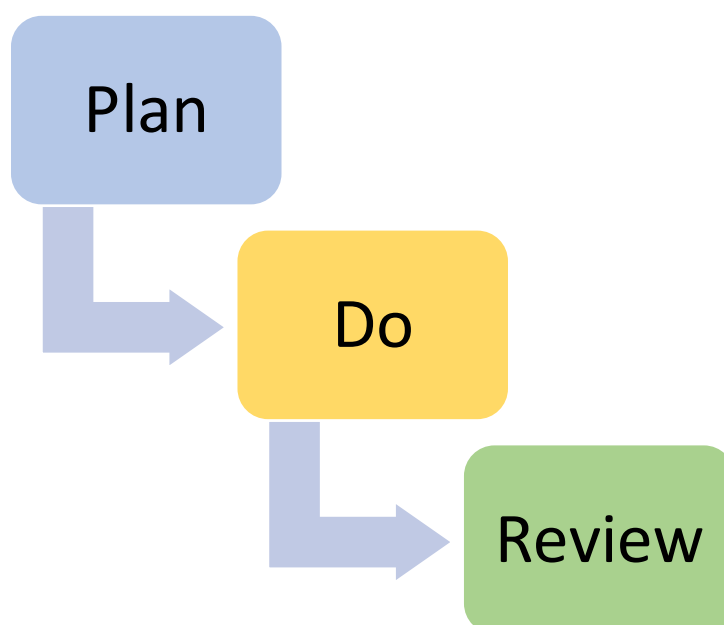
## Expectations of members at different levels

Evidence to be supplied will comply firstly with the organisational policies and procedures required of the level of responsibility required by the role the member undertakes in the activity.

Safe Participant	Trained Participant	Assistant Guide	Guide	Activity Specialist
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Please see the table on the following pages showing how the evidence can be arranged into the scouting format:



Comparison table what is required for each qualification level

What	Basic level Activity unit e.g. SISOBWG001	Cert II Core & Activity units e.g. SISFLD006	*Cert III Core & Activity units – as per NAAF pathway + activity		*Cert IV Core & Activity Units
	AQF Level 1-2	AQF Level 2	AQF Level 3	AQF Level 3	AQF Level 4-5
	Safe Participant	Trained Participant	Assistant Guide	Guide	Activity Specialist
<b>PLAN</b>	Activity brief – provided	Activity brief - provided	3 x Activity plans – writes & contributes with a peer review (3 separate activities, 3 different groups)		Activity plan – writes & reviews (3 separate activities, 3 different groups)
	E1 – all parts- provided	E1 – all parts	E1 – all parts (from all participants) Collect <b>self-evaluation forms</b> from each participant		E1 – all parts (from all participants) Collect <b>self-evaluation forms</b> from each participant AND address needs
	All Scouting Adventure COMPLETED on <b>demand elearning</b> + Relevant activity specific elearning	All Scouting Adventure on demand elearning + Relevant activity specific elearning	All Guiding Adventure on demand elearning as determined by NAAF document WHS & Child protection elearning to be current + all other Adventurous activity elearning related to the activity		All Guiding Adventure on demand elearning as determined by NAAF document WHS & Child protection elearning to be current + all other Adventurous activity elearning related to the activity

What	Basic level Activity unit e.g. SISOBWG001	Cert II Core & Activity units e.g. SISFLD006	*Cert III Core & Activity units – as per NAAF pathway + activity		*Cert IV Core & Activity Units
	AQF Level 1-2	AQF Level 2	AQF Level 3	AQF Level 3	AQF Level 4-5
	Safe Participant	Trained Participant	Assistant Guide	Guide	Activity Specialist
	<b>Observation checklist (Planning) of that member</b> <ul style="list-style-type: none"> <li>understood of activity, emergency procedures by explaining them in plain english</li> <li>demonstrated communication protocols</li> <li>Arrived in relevant attire</li> <li>Packed gear &amp; weight measured vs body weight, correctly fitted or other elements as required by relevant activity</li> </ul>	<b>Observation checklist (Planning) of that member</b> <ul style="list-style-type: none"> <li>understood of activity, emergency procedures by explaining them in plain english</li> <li>demonstrated communication protocols</li> <li>Arrived in relevant attire</li> <li>Packed gear &amp; weight measured vs body weight, correctly fitted or other elements as required by relevant activity</li> </ul>	<b>Observation checklists (Planning)</b> For planning part of each unit as per the NAAF document <ul style="list-style-type: none"> <li>observations that were conducted of activity participants– so evidence that the guide is assessing scouting skills of other members as listed in the Safe /Trained planning checklists</li> </ul>		<b>Observation checklists (Planning)</b> For planning part of each unit as per the NAAF document <ul style="list-style-type: none"> <li>observations that were conducted of activity participants– so evidence that the guide is assessing scouting skills of other members as listed in the Safe /Trained planning checklists</li> </ul>
	<b>Route plan</b>	<b>Route plan</b>	<b>Route plan</b>	<b>Route plan</b>	<b>Route plan</b>
	<b>Menu &amp; with quantities of food and water included</b>	<b>Menu &amp; with quantities of food and water included</b>	<b>Menu &amp; with quantities of food and water included</b>	<b>Menu &amp; with quantities of food and water included</b>	<b>Menu &amp; with quantities of food and water included</b>
	<b>Written questions and responses – for knowledge evidence which is theory based</b>	<b>Written questions and responses – for knowledge evidence which is theory based</b>	<b>Written questions and responses – for knowledge evidence which is theory based</b>	<b>Written questions and responses – for knowledge evidence which is theory based</b>	<b>Written questions and responses – for knowledge evidence which is theory based</b>

What	Basic level Activity unit e.g. SISOBWG001	Cert II Core & Activity units e.g. SISFLD006	*Cert III Core & Activity units – as per NAAF pathway + activity		*Cert IV Core & Activity Units
	AQF Level 1-2	AQF Level 2	AQF Level 3	AQF Level 3	AQF Level 4-5
	Safe Participant	Trained Participant	Assistant Guide	Guide	Activity Specialist
<b>DO</b>	<p><b>Observation checklist</b> (doing) of demonstrating skills as listed in PC 2.1-2.7 &amp; 3.1-3.5</p>	<p><b>Observation checklists</b> (Doing) of demonstrating skills/knowledge as listed in the relevant sections of units listed in NAAF document</p>	<p><b>Observation checklists</b> (Doing) of demonstrating skills/knowledge as listed in the relevant sections of units listed in NAAF document X3 times for all</p> <p>A SAIT assessor or someone approved by a SAIT assessor needs to observe prospective guides leading others or in remote areas or send a video</p> <p>Leading – encouraging, checking on participants, how they make decisions</p> <p>Suggest member assists on courses so they can be observed and mentored in leading activities and to collect third party observation reports from different guides in different locations</p>		<p><b>Observation checklists</b> (Doing) of demonstrating skills/knowledge as listed in the relevant sections of units listed in NAAF document</p> <p>A SAIT assessor or someone approved by a SAIT assessor needs to observe prospective guides leading others or in remote areas or send a video</p> <p>Leading – encouraging, checking on participants, how they make decisions</p> <p>Suggest member assists on courses so they can be observed and mentored in leading activities and to collect third party observation reports from different activity leaders in different locations</p>

What	Basic level Activity unit e.g. SISOBWG001	Cert II Core & Activity units e.g. SISFLD006	*Cert III Core & Activity units – as per NAAF pathway + activity		*Cert IV Core & Activity Units
	AQF Level 1-2	AQF Level 2	AQF Level 3	AQF Level 3	AQF Level 4-5
	Safe Participant	Trained Participant	Assistant Guide	Guide	Activity Specialist
<b>REVIEW</b>	<b>Logbook</b> – 3 entries, one of which is at least 5km  <b>Reflect on self-performance</b>	Updated logbook including from Safe Participant for the relevant activity – refer to training.gov.au for relevant requirements (number of entries etc)	Updated logbook including from Trained Participant for the relevant activity – refer to training.gov.au for relevant requirements (number of entries etc) Verifiable – must have contact details of people with you.		Updated logbook including from Trained Participant for the relevant activity – refer to training.gov.au for relevant requirements (number of entries etc) Verifiable – must have contact details of people with you.
	<b>Reflection – logbook</b>	<b>Reflection – logbook</b>	<b>Reflection</b> – outside logbook x 3 activities	<b>Reflection</b> – outside logbook x 3 activities	
			<b>2 Incident reports</b> for 2 simulated or real emergency situations	<b>2 Incident reports</b> for 2 simulated or real emergency situations	
			<b>2 Equipment fault reports</b>	<b>2 Equipment fault reports</b>	
			<b>Course evaluations</b> from participants of 3 different activities/courses	<b>Course evaluations</b> from participants of 3 different activities/courses	

**\*All Certificate III and IV applicants must provide evidence they prepared the following:**

- Activity brief
- E1 or electronic equivalent
- Activity plan
- Pre-course evaluation forms
- Observation checklists
- Logbook
- Reflections
- Incident reports
- Equipment reports
- Post-course evaluation forms



## How much detail should I provide?

### Activity brief includes:

- Description of the assessment conditions of the unit including
  - Purpose of the activity
  - Location of the activity
- Description of actual location
- Difficulty grade of the location with regards to the activity (whether track rating for bushwalking, grade for water or rock activities)
- Planned duration
- Gear list – what the member should bring, what will be provided, include first aid, emergency communications and rescue equipment
- Menu – including food to bring and amounts of water
- Who the activity/course is aimed at (including age, skill ability, and assumed knowledge)
- Recommended daily fluid and energy requirements of participants due to local environmental conditions
- Activity coordinator/writer of the brief and contact details
- Activity leader, reviewer of the brief
- Offer best contact for enquiries before and during the activity

### E1 OR electronic equivalent includes:

- All parts (I, II & III, signed were applicable & if a trained participant and above, must have evidence that it was submitted to Regional office (or procedure as required by relevant Region) – usually and email confirmation received from Region or State office
- Emergency procedures must be outlined

### Activity plan (Cert III) include:

- Activity brief
- Weather forecasts & checks
- Route plan
- Budget
- Safety checklist
- Overview of the location (e.g. environmental, cultural and heritage characteristics) and strategies that will be taken to minimise impact on that area which adheres to regulatory or other requirements for that site
- Evidence of communication with site stakeholders (e.g. NPWS camping permit)
- Risk management strategy (compliance with [organisational procedures](#)) and use of the [WHS procedures](#) including [Branch templates](#) for the following:
  - Risk register of identified risks
  - Risk assessment of identified risks
  - Risk management strategies for all risks
  - Acceptable ratio of participants to leaders to ensure safety as determined by the risk assessment (see adventurous activities policy)
  - Ensure risk management strategy for each activity is reviewed and signed off by another suitably qualified person

**Activity plan (Cert IV) include:**

- All the above PLUS
- Evidence that the complete plan was completed by the candidate seeking Certificate IV and
- Overall adjustments required due to participant profiles (from the self-evaluation forms)

**Pre-course Self-evaluation forms** (collected from all participants BEFORE activity) include:

- Questions which help activity coordinator identify participant profiles including needs (including special), abilities and expectations of participants,
- Section which refers to the activity brief and who the activity is aimed at and any reasons why a member should not participate in activities
- Section which Activity Specialist must complete & sign which confirms how the participant's needs, abilities and expectations may need to be catered for and reasons outlined why a member should not participate + date, time and mode of how this was communicated to the member

**Observation checklists** include:

- Wording from foundational skills to further define how a skill is demonstrated where appropriate
- Signature, name and position of observer
- Space for signature, name and SAIT Assessor number of SAIT Assessor (must be different person to the observer)
- Wording from both relevant performance criteria, performance evidence and knowledge evidence where required – paraphrased not copied and pasted

**Logbook** includes:

- Date
- Time started & finished
- Distance
- Location
- Track rating or difficulty grade of the location in accordance with the
- Conditions – weather – temp, windy, rainy?
- Person's name who can verify participation (can be a SAIT Assessor but a different SAIT Assessor must conduct overall assessment of the unit)
- Level of participation – participant, assistant guide, guide, activity leader (or if in 2019, put the relevant levels (participant, guide, instructor at that time)
- Any issues – brief self-reflection on what went well, what didn't, what would you do differently next time
- Photos
- For vertical – include type of equipment used?

*The logbook never finishes – it tells the story of your journey in each activity*

**Reflections** – outside the logbook – include for each different track rating (if going for higher BWG units):

- Identify ways to maintain currency of safe work practices in regard to workplace systems, equipment and processes
- Reflect on own levels of stress and fatigue and report to designated persons
- Details arising from debrief with participants
- At least 3 modifications to suit prevailing conditions, participant capabilities and responses
- 3 different immediate safety risks that arose
- 2 emergency situations

### **Incident reports**

- Refer to <https://www.nsw.scouts.com.au/wp-content/uploads/2020/11/PRO-15-Incident-Reporting-and-Analysis-v-2.0-signed.pdf>
- Use forms at <https://www.nsw.scouts.com.au/members-services/health-and-safety/whspoliciesforms/>

**Post-Course evaluation forms** include (might use a scale which participants can just tick)

Ask if

- Course met members needs and expectations
- The personal presentation of the activity coordinators in accordance with organisational standards
- Bookings for the course were organised and confirmed in a timely fashion
- Enquiries were responded to in a timely manner
- Member confidentiality and privacy was maintained
- Any complaints were resolved or referred as required
- Activity coordinators interacted with all participants in a polite and courteous manner using appropriate communication strategies and organisational channels to provide relevant information.

### How to put all this information together

Present your evidence in the Plan-> Do-> Review format just as a venturer would present their expedition report. You do not need to group all your activities together. Your log book will do that.

For each activity that you engage in, arrange the documentation you prepare just for each individual activity, in this format, in accordance with what is required by the Australian Adventurous Activity Standards – Good Practice Guide for that specific activity.

Send your evidence to [training@nsw.scouts.com.au](mailto:training@nsw.scouts.com.au) with a polite, logical request to add to accelerate and enrol you in the relevant qualification. Please tell them which activities and which level of each activity – tracked, intermediate, difficult etc. You will need evidence for 2 types of activities.

## Difference between Certificate III and Certificate IV Outdoor Leadership

### Core units

- 6 units same as Cert III
- 3 units are similar but at a higher level – so expectations will be different for the following
  - SISXCCS001 Provide quality service (more written) vs SISXCCS003 Address customer needs (more verbal, interpersonal dialogue)
  - HLTWHS001 Participate in WHS vs HLTWHS003 Maintain WHS
  - SISXEMR001 Respond to emergencies vs **SISXEMR002 Coordinate emergency responses**
- 3 units are additional
  - SISOPLN002 Plan outdoor activity sessions
  - SISRSC001 Conduct search and rescue
  - SISXCAI006 Facilitate groups (group theory)

### Electives

- Activity levels are more difficult in Cert IV (no tracked environments for bushwalking in Cert IV, only difficult tracked environments)
- No canyoning in Cert III

## How to select whether member is working towards Cert III or Cert IV

Let's make it easy to RPL, not a lengthy process:

- It depends on their experience and evidence that is current in the last 2 years – if limited or no quals, go for Cert II
- If member has been performing at lower levels of the activity – e.g. mostly tracked environment in bushwalking, then aim for the new Cert III – provide evidence for Cert III then upgrade to Cert IV later once further experience is gained in that discipline
- If Cert II only achieved, do Cert III
- If Cert IV already held in the old qual, complete Cert IV in the new qual

### Tips for upgrades from old quals only:

1. Complete all eLearning & OnDemand training
2. Update all your logbooks first for the last 2 years – all activities, and include the details for all columns
3. Check for each activity discipline, that you have performed the activity in different locations, weather conditions and used a variety of different equipment (where relevant)
4. Find all activity briefs and plans that you actually wrote (do not include those you were given or written by someone else unless you are going for Certificate II)
5. Ensure all risk assessments you completed, were reviewed and signed off by a peer with equivalent or higher position in the relevant activity
6. Complete equipment fault reports (at least 2)
7. **Do not focus on the unit outcomes or units of competency!** DO Prepare your evidence as you would usually plan for an activity and sort it into Plan-Do-Review for each discipline (think about how the venturers need to put together their portfolio for their QSA hike/activity in a portfolio and do the same). Include all documents you expect of a venturer working towards their QSA AND all documents required by you as a leader in accordance with organisational policies and procedures. Your assessor will worry about the mapping.

One bigger gap for upgrading from old quals will be [SISXEMR002 Coordinate emergency responses](#). Consider how you might simulate this if you have not had this experience.

### Diploma of Outdoor Leadership

- Higher AQF level again (level 5) so even more responsibility expected in addition to comprehensiveness of documentation and leadership skills
- Some core units from Certificate IV are also in the Diploma
- Higher level activity areas
- Requires evidence of contributing to policy development, review and improvement
- Requires evidence of documenting how the policies and procedures adhere to legal requirements

## Summary (in a nutshell!)

Candidates seeking VET outcomes in all AQF levels must supply:

- Evidence that all eLearning/OnDemand Learning is complete
- Arrange all documentation in Plan -> Do -> Review format for each activity
- Evidence that all relevant eLearning is completed
- Activity plans & E1s
- Risk assessments
- A video or observation checklists signed by SAIT assessor or person approved by a SAIT assessor for technical skills (activity specific) as required by the unit guides in training.gov.au
- **Verifiable** Logbook with brief reflections of each activity and what equipment was used (if vertical)

Candidates seeking VET outcomes in AQF levels 3 and above (Certificate III and above) must also supply:

- Evidence that they authored the Activity plans & risk assessments
- Evidence they considered participants' skill levels before commencement of activity
- A video or observation checklists signed by a SAIT assessor or person approved by a SAIT assessor for soft skills (how they lead the activity – encouraging and checking participants skills/understanding of risk procedures and general decision-making skills) as required by the unit guides in training.gov.au
- Incident reports
- Equipment reports
- Evaluation forms from participants
- Reflections which refer to evaluation forms and what to improve on for next activity they will lead

### **Glossary**

Candidate = member seeking nationally recognised qualification

Participant = member taking part in an adventurous activity