

Responsible Gambling (IRGS) Training Curriculum

Example

All Gambling Industry Staff - Level 1 Competencies

Designed to match the core competencies in the attached IPGGC Industry RG Training document, excluding all grey-box Level 2 customer-facing competencies.

Prepared as a detailed curriculum framework for learning design, delivery planning, and certification mapping.

1. Training scope and design principles

This curriculum is designed for all gambling industry staff, including office-based, product, marketing, compliance, operational, leadership, and support-adjacent roles. It deliberately excludes the grey-box Level 2 customer-facing competencies, which require a separate, deeper training focused on direct player conversations, escalation procedures, scripts, scenario practice, and risk-model application.

The curriculum focuses on building a shared baseline: staff should understand why responsible gambling matters, how gambling-related harm can develop, how products and environments influence risk, what safer gambling tools do, and how each role contributes to prevention, signposting, and an ethical culture.

- **Prevention-first:** RG is positioned as a normal part of safe, sustainable gambling rather than only a response to crisis.
- **Systems-level responsibility:** The training avoids framing harm as individual failure and explains the shared responsibility of operators, regulators, suppliers, marketers, and staff.
- **Practical relevance for all roles:** Every module connects knowledge to day-to-day decisions, even for staff who do not speak directly with players.
- **Clear boundaries:** All staff learn what they are and are not expected to do, especially around signposting, escalation, and avoiding clinical or financial advice.
- **Non-stigmatizing approach:** The language used throughout the training emphasizes dignity, inclusion, and support.

2. Recommended training format

Element	Recommendation
Audience	All gambling industry staff, excluding the additional Level 2 track for customer-facing teams.
Total learning time	Approx. 5.5-7 hours, deliverable as one full-day workshop, two half-day sessions, or a blended e-learning pathway.
Delivery mode	Blended: self-paced knowledge modules, facilitator-led discussion, short knowledge checks, practical reflection exercises, and a final competency check.
Assessment standard	Pass mark of 80% for knowledge check plus completion of reflection tasks. For certification use, require retake of missed critical safety questions.
Renewal	Annual refresher of 60-90 minutes, with immediate update modules when regulations, tools, escalation routes, or internal policies change.

3. Detailed curriculum

Module 1: Responsible gambling foundations

Recommended duration: 50-60 minutes |

Learning outcomes

- Define responsible gambling as a systems-level approach to preventing and reducing harm.
- Explain why gambling carries inherent risk, even when most customers play recreationally.
- Describe how RG applies to all players, not only those already experiencing harm.
- Explain why RG matters to the company, including trust, sustainability, compliance, culture, and employee confidence.

Detailed content

- **Definition and scope:** RG as prevention and harm minimization through informed choices, safer systems, clear tools, accessible support, and ongoing improvement.
- **Inherent risk:** Gambling products involve chance, losses are possible, and harm can occur when play escalates beyond personal limits.

- **RG for everyone:** For most players, RG means keeping gambling fun, bounded, and affordable; for those experiencing harm, it may mean stronger actions such as self-exclusion or treatment support.
- **Shared responsibility:** Staff, operators, regulators, suppliers, community organizations, and support providers each influence safer environments.
- **Company relevance:** Brand trust, regulator credibility, sustainable operations, player loyalty, risk reduction, employee pride, and alignment with ethical values.

Learning activity

Learners review short examples of everyday business decisions and identify how each could either support or weaken safer gambling.

Assessment

Short reflection: “How does my role contribute to safer gambling even if I do not directly support players?”

Evidence of competency

Learner can clearly describe RG as prevention, shared responsibility, and practical risk management, not just a compliance requirement.

Module 2: Regulation, compliance and beyond-compliance culture

Recommended duration: 35-45 minutes |

Learning outcomes

- Describe how regulation sets minimum expectations for player protection.
- Explain why regulation alone does not guarantee effective harm prevention.
- Identify examples of practices that go beyond compliance.
- Distinguish regulated gambling from less clearly regulated gambling-adjacent markets at a foundational level.

Detailed content

- **Regulatory baseline:** Mandatory policies, staff training, self-exclusion, marketing controls, access-to-money safeguards, and product-related protections.
- **How regulation drives RG:** Accountability through licensing and audits, shaping operator priorities, and establishing common market expectations.
- **Beyond compliance:** Embedding RG into strategy, leadership KPIs, product standards, marketing practices, staff confidence, and stronger tools.
- **Unregulated and adjacent spaces:** Foundational awareness of regulated operators versus areas such as sweepstakes casinos, pick'em products, predictions markets, and other less clearly regulated spaces.

Learning activity

Learners compare two fictional operators: one compliant on paper and one with a stronger RG culture. They identify practical differences.

Evidence of competency

Learner understands that compliance is the floor, while effective RG culture requires consistent implementation and continuous improvement.

Module 3: Understanding and reducing stigma

Recommended duration: 30-40 minutes | **Competency areas:** 2

Learning outcomes

- Explain how stigma can prevent disclosure and help-seeking.

- Recognize language that reinforces blame, shame, or stereotypes.
- Use safer alternatives such as “gambling-related harm” or “people experiencing harm.”
- Understand that behavior does not define the individual.

Detailed content

- **What stigma is:** Blame, judgment, stereotyping, and moral framing of gambling harm.
- **Why it matters:** Stigma increases shame, silence, concealment, avoidance of support, and late disclosure.
- **Cultural and social factors:** Concealability, taboo, cultural shame, community norms, fear of judgment, and barriers faced by racialized or immigrant communities.
- **Language choices:** Avoid labels that imply character flaws; focus on harms, impacts, support, recovery, health, and wellbeing.

Learning activity

Language rewrite exercise: learners convert stigmatizing statements into respectful, health-oriented alternatives.

Evidence of competency

Learner can identify stigmatizing wording and replace it with neutral, supportive, person-centered language.

Module 4: Player spectrum and different player needs

Recommended duration: 35-45 minutes | **Competency areas:** 3, 3.1.1-3.1.5

Learning outcomes

- Describe the player spectrum from new players to players experiencing harm.
- Explain why different groups need different information and support.
- Recognize that RG messaging is relevant before harm appears.
- Connect player needs to appropriate safer gambling education and tools.

Detailed content

- **New players:** Need basic guidance on game rules, odds, and early boundary-setting.
- **Casual players:** Need reinforcement of healthy habits, simple information, and gambling-as-entertainment framing.
- **Serious social players:** Need balance, regular reinforcement of safe-play tools, and awareness of habit escalation.
- **At-risk players:** May show early warning signs such as spending more than intended, emotional reactions to losses, or impact on other areas of life.
- **Players experiencing harm:** May need compassionate support, immediate protective tools, and external support resources.

Learning activity

Learners place fictional player profiles on the spectrum and match each profile to appropriate prevention-focused messaging.

Assessment

Profile matching activity.

Evidence of competency

Learner can explain that safer gambling support should meet players where they are and should not wait for crisis.

Module 5: Game mechanics, odds, randomness and product risk

Recommended duration: 50-60 minutes | **Competency areas:** 4, 4.1.1-4.1.3

Learning outcomes

- Explain house edge and return to player in plain language.
- Explain randomness and independence of outcomes.
- Describe why odds show likelihood, not guarantees.
- Identify product features that can increase risk, such as speed, volatility, continuous play, and immersive design.

Detailed content

- **House edge and RTP:** The operator is designed to win over time; short-term wins are possible, but long-term odds favor the house.
- **Randomness:** Outcomes are unpredictable and independent; previous outcomes do not make the next outcome due.
- **Odds:** Odds communicate likelihood and potential payout, but never guarantee outcomes.
- **Product risk:** High event frequency, rapid betting cycles, continuous play, bonus rounds, high volatility, and immersive design can enable faster losses and reduce natural pauses.
- **Role relevance:** Product, marketing, UX, data, compliance, and operational teams all influence how clearly risks are communicated and how easy it is to pause or use tools.

Learning activity

Interactive demonstration using simple examples of independent outcomes, followed by discussion of why product design can influence risk.

Assessment

Knowledge check with plain-language explanations: learners must explain house edge, randomness, and one high-risk product feature.

Evidence of competency

Learner can accurately explain core mechanics without misleading players or colleagues about control, certainty, or winning chances.

Module 6: Gambling myths and common misconceptions

Recommended duration: 35-45 minutes | **Competency areas:** 5, 5.1.1-5.1.7

Learning outcomes

- Identify common gambling myths that arise from misunderstanding randomness, odds, and house edge.
- Explain why myths can drive riskier decisions and chasing losses.
- State accurate, simple corrections to common myths.
- Recognize the difference between knowledge that supports informed play and false confidence that outcomes can be controlled.

Detailed content

- **“I’m due for a win”:** Past losses do not increase the chance of winning the next bet.
- **“If I keep playing, I’ll win my money back”:** Chasing losses often increases loss and stress; longer play increases exposure to house edge.
- **“There is a strategy to beat the game”:** Chance-based games are not controlled by player technique.
- **“The machine is hot or cold”:** Each spin or outcome is independent.
- **“The operator is controlling the game”:** Regulated outcomes are determined by systems such as RNGs, not staff decisions.
- **“Gambling is an easy way to make money”:** Gambling should be framed as entertainment, not income.
- **“Knowing the game guarantees better outcomes”:** Understanding rules helps manage risk but does not change randomness or guarantee wins.

Learning activity

Myth-busting card sort: learners match myths with accurate explanations and discuss how myths could appear in product copy, conversations, or player expectations.

Evidence of competency

Learner can identify and correct common gambling misconceptions in clear, non-judgmental language.

Module 7: Higher risk groups and disproportionate harm

Recommended duration: 40-50 minutes | **Competency areas:** 6, 6.1.1-6.1.5

Learning outcomes

- Identify demographic and contextual groups that may experience disproportionate gambling-related harm.
- Explain why age, income, culture, mental health, neurodiversity, loneliness, and co-occurring issues can influence vulnerability.
- Avoid stereotyping while understanding population-level risk.
- Recognize the need for jurisdiction-specific awareness.

Detailed content

- **Young people and young adults:** Higher participation and harm risk may be linked to impulsivity, risk-taking, and developmental factors.
- **Older adults:** Harm may have disproportionate impact due to fixed income, loneliness, bereavement, or cognitive decline.
- **Neurodiversity and mental health:** Information processing, reward sensitivity, executive function, impulsivity, anxiety, depression, or other conditions may influence risk.
- **Co-occurring issues:** Depression, anxiety, substance use, or other behavioral conditions can interact with gambling harm and create barriers to help-seeking.
- **Jurisdiction-specific groups:** Training should include local high-risk groups where relevant, such as Indigenous communities, tribal gaming contexts, migrant communities, or other groups identified by local evidence.

Learning activity

Learners examine short personas and distinguish between respectful risk awareness and harmful stereotyping.

Evidence of competency

Learner understands disproportionate risk while maintaining a respectful, non-stereotyping approach.

Module 8: Recognizing signs and red flags at awareness level

Recommended duration: 45-60 minutes | **Competency areas:** 7, 7.1.1-7.1.2

Learning outcomes

- Define markers of harm as risk signals, not proof of addiction.
- Identify behavioral, financial, emotional, product-use, and communication indicators of escalating risk.
- Explain why patterns and changes over time matter more than isolated events.
- Understand differences between online and land-based visibility of harm signals at a general level.

Detailed content

- **Markers of harm:** Observable patterns that may indicate increased likelihood of harm and warrant attention.
- **Time and frequency indicators:** Long sessions, late-night play, increased days active, shorter breaks, and binge-style gambling.
- **Chasing and loss recovery:** Attempts to recover losses, escalating stakes after losses, and language such as “I just need one win.”

- **Financial stress indicators:** Deposit stacking, failed deposits, sudden change in spend, depositing shortly after significant losses, and withdrawal reversal behavior.
- **Tool-related indicators:** Setting, removing, or repeatedly changing limits; multiple time-outs without stabilization.
- **Communication and behavior cues:** Irritability, desperation, panic, shame, avoidance, urgency around winnings or withdrawals.
- **Product-switching and volatility:** Rapid switching, moving to riskier products, or sudden stake jumps.
- **Important caution:** One indicator alone is not proof; clusters, trends, and deviation from baseline are more meaningful.

Learning activity

Learners review anonymized fictional patterns and decide whether they show low, moderate, or high concern from an awareness perspective.

Assessment

Pattern recognition quiz. Critical question: learners must correctly state that markers are risk signals, not diagnoses.

Evidence of competency

Learner can recognize common markers of harm and explain why escalation or internal review may be needed without diagnosing.

Module 9: RG tools, self-exclusion, controls and responsible marketing

Recommended duration: 50-60 minutes | **Competency areas:** 8, 8.5.1-8.5.4.1

Learning outcomes

- Describe the purpose of RG tools as controls on access, time, and money.
- Explain the difference between self-exclusion, time-outs, limits, reality checks, and product blocks.
- Understand why tools work best when easy to activate and hard to reverse impulsively.
- Recognize marketing practices that could undermine safer gambling.

Detailed content

- **Access controls:** Self-exclusion, account closure with safeguards, product blocking, cooling-off/time-out, login restrictions, and forced breaks.
- **Self-exclusion principles:** Easy to activate, difficult to reverse, and never treated as a customer-service obstacle to overcome.
- **Time controls:** Session limits, reality checks, mandatory breaks, and night-time restrictions where available.
- **Money controls:** Deposit limits, loss limits where available, wager limits, stake caps, and withdrawal lockout/friction policies where applicable.
- **Pre-commitment:** Limits are strongest when set early and increases include cooling-off periods.
- **Responsible marketing:** Avoid implying gambling solves financial problems; communicate randomness, house edge, rare jackpots, and the risk of chasing losses.
- **Incentives and harm indicators:** Bonuses, promotions, and retention activity must never override signs of harm or protective restrictions.

Learning activity

Tool-matching exercise: learners match player needs or product risks to appropriate tool types, without practicing Level 2 customer interaction scripts.

Assessment

Review of sample marketing claims to identify safer and riskier wording.

Evidence of competency

Learner can explain the function and safer-design principles of core RG tools and identify marketing risks.

Module 10: Support resources, signposting and boundaries

Recommended duration: 30-40 minutes | **Competency areas:** 9, 9.1-9.2

Learning outcomes

- Identify internal and external support pathways.
- Explain why resources vary by jurisdiction and need to be kept current.
- Understand low-barrier support options for people not ready for formal treatment.
- Maintain boundaries: staff provide information, tools, and referrals, not therapy, diagnosis, or financial advice.

Detailed content

- **Internal resources:** RG team routes, account tools and statements, educational resources, follow-up options where applicable, and protections after major wins.
- **External resources:** National gambling helplines, professional counselling, addiction services, mental health crisis support, debt and financial counselling, peer support, blocking software, self-help workbooks, recovery stories, and wellbeing apps.
- **Jurisdiction relevance:** Staff should know where to find approved resources for the markets where customers reside.
- **Boundary clarity:** Staff should signpost, document, and escalate according to procedure but should not act as clinicians, debt advisors, or therapists.

Learning activity

Resource map: learners locate the company's approved RG resource page, internal escalation route, and jurisdictional support directory.

Evidence of competency

Learner can find and describe internal and external support resources and state staff boundaries.

Module 11: Employee wellbeing and RG culture

Recommended duration: 30-40 minutes | **Competency areas:** 10, 10.1

Learning outcomes

- Explain how RG work can create emotional pressure for employees.
- Recognize compassion fatigue, secondary traumatic stress, moral injury, emotional spillover, and burnout.
- Understand that gambling industry staff may themselves be a higher-risk group for gambling harm.
- Identify workplace supports and self-care practices.

Detailed content

- **Emotional load:** Exposure to distress, conflict, crisis language, and moral pressure can affect employees, especially where commercial targets compete with safeguarding.
- **Common impacts:** Compassion fatigue, secondary traumatic stress, moral injury, spillover into home life, and burnout.
- **Industry staff risk:** Employees should understand their own vulnerability and the importance of using support early.
- **Protective culture:** Boundaries, psychological safety, permission to escalate, no-blame concern-raising, and clarity on what is expected.
- **Practical supports:** Debriefing, manager support, peer support without breaching confidentiality, rotation of high-intensity duties, micro-breaks, and templates that reduce cognitive load.

Learning activity

Personal wellbeing plan: learners identify one boundary, one support route, and one action they can take after difficult RG-related work.

Evidence of competency

Learner can identify warning signs of employee strain and name appropriate workplace supports.

Module 12: Integration and final competency check

Recommended duration: 40-60 minutes | **Competency areas:** All Level 1 areas

Learning outcomes

- Integrate responsible gambling knowledge across all curriculum areas.
- Apply concepts to realistic business decisions and role-specific responsibilities.
- Demonstrate understanding of prevention, risk, tools, stigma, resources, and employee wellbeing.
- Identify when an issue requires internal escalation or referral to trained teams.

Detailed content

- **Capstone review:** Revisit the full learning pathway and connect modules to the learner's role.
- **Role-based application:** Marketing, product, data, leadership, compliance, operations, HR, and non-customer-facing teams each identify their contribution to prevention.
- **Boundary review:** All staff should know when to pass concerns to trained teams and why Level 2 competencies are separate.
- **Final assessment:** Knowledge, scenario judgment, and role-specific reflection.

Learning activity

Learners work through a short case study involving product design, marketing language, player risk indicators, and internal culture. They identify safer decisions and escalation points.

Assessment

Final assessment: 25-30 questions, including scenario questions and critical safety items. Recommended pass mark: 80%.

Evidence of competency

Learner demonstrates a rounded Level 1 understanding of responsible gambling and can apply it within role boundaries.

4. Role-based application matrix

Role/group	Expected Level 1 application
All staff	Understand RG principles, avoid stigmatizing language, know internal routes, support a prevention-first culture.
Marketing and CRM	Avoid financial-solution messaging, ensure risk information is clear, never allow incentives to override harm indicators.
Product and UX	Consider product risk features, reduce friction for protective tools, support natural pauses and meaningful information.
Data and analytics	Understand that patterns and clusters matter; ensure risk data is interpreted responsibly and passed to trained teams.
Compliance and legal	Ensure documented policies are implemented, auditable, and aligned with regulatory expectations and internal standards.
Leadership and management	Set expectations that RG is strategic, ethical, and sustainable; reduce conflict between commercial goals and safeguarding.
HR and learning teams	Maintain training records, refreshers, wellbeing supports, and role-specific learning pathways.
Customer-facing teams	Complete this Level 1 curriculum plus the separate Level 2 training for direct interactions, escalation protocols, scripts, and scenario practice.

5. Suggested final knowledge-check question areas

- Definition of responsible gambling as a systems-level and prevention-focused approach.
- Why gambling carries inherent risk and why RG applies to all players.
- How regulation creates a minimum standard and why stronger RG cultures go beyond compliance.
- Identification and correction of stigmatizing language.
- Recognition of player spectrum needs from new players through players experiencing harm.
- Plain-language explanation of house edge, RTP, odds, randomness, and independence of outcomes.
- Identification of common gambling myths and accurate myth corrections.
- Awareness of higher risk groups without stereotyping individuals.
- Recognition of markers of harm as risk signals rather than proof of addiction.
- Understanding of access, time, and money controls, including self-exclusion and limits.
- Responsible marketing principles and the rule that incentives must not override harm indicators.
- Internal and external support resources and boundaries of staff responsibility.
- Employee wellbeing risks and available workplace supports.

6. Level 2 exclusions noted for separate training

The following areas are intentionally not developed in this curriculum because they are marked in the source document as Level 2 customer-facing content and should be handled in a separate, practical training pathway:

- Detailed response procedures, escalation protocols, communication scripts, and scenario role-play for direct player conversations.
- Practical techniques for minimizing stigma in customer interactions beyond general language awareness.
- Deeper cognitive distortions training and customer-facing myth response skills.
- Specific questioning techniques for younger customers, older adults, neurodivergent customers, and customers with co-occurring issues.
- Risk scoring model governance and detailed online or land-based intervention workflows.
- Team-specific customer support, RG team, VIP/HVP, and compliance procedures for direct cases.
- Direct handling of distressed players, disclosures, crisis language, safety planning, and confidentiality exceptions.
- Concerned third-party handling procedures and detailed customer-facing emotional support guidance.
- Detailed debriefing and high-intensity case management for frontline RG interactions.

7. Deliverables for training development

- Facilitator guide with timing, discussion prompts, and answers to activities.
- Learner workbook with module summaries, reflection spaces, and resource directory.
- Slide deck or e-learning storyboard aligned to the module structure above.
- Knowledge check and scenario bank mapped to competency areas.
- Annual refresher module focused on updates, case studies, and common assessment gaps.
- Separate Level 2 curriculum for customer-facing roles.

Source note: This curriculum is based on the attached “Core Competencies - Industry RG Training” document and excludes the grey-box Level 2 customer-facing competencies as requested.