

Scouts Australia Institute of Training

(SAIT) – RTO 5443

*RPL Assessment Tool Kit*

*BSB30120*

*Certificate III Business*

|  |  |
| --- | --- |
| Candidate’s Name |  |
| Assessor’s Name |  |

Issued by Scouts Australia Institute of Training (SAIT)

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Scouts Australia Institute of Training (SAIT) - Registered Training Organisation No 5443.

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# Recognition of Prior Learning (RPL) Assessment Tool Kit

This RPL Assessment Tool Kit has been developed by the Scouts Australia Institute of Training (SAIT) in consultation with industry, as a resource to assist Candidates seeking RPL and for RPL Assessors, by providing a set of assessment tools which can be used to conduct whole and part of qualification RPL. This information can be utilised by both Assessor and Candidate.

This assessment kit has been validated by the SAIT to ensure it meets the required Standards for Registered Training Organisations (RTOs), relevant Training Package requirements and Registered Training Organisation (RTO) policies.

**Qualification description**

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance. Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment, and relevant theoretical knowledge. They may provide technical advice and support to a team.

Therefore, Scouting has identified eleven (11) elective Units of Competency that may relate to your role in Scouting. In addition to the six (6) core units, you must select seven (7) elective units. You may choose other elective units in accordance with the Packaging Rules, and this should be discussed with your Assessor. This is a total of thirteen (13) Units of Competency to complete this qualification.

# How to use this Tool Kit

This kit is divided into sections as follows:

**SECTION A – Overview of Units of Competency**

**SECTION B – Candidate Self-Evaluation**

To have skills formally recognised in the national system, Assessors must make sure that the Candidate has the skills and knowledge to meet industry standards. This section provides a self-evaluation checklist which asks the Candidate to reflect on their performance in the workplace.

**SECTION C – Professional Competency Conversation**

In this section several questions are posed that relate to the elements of competency for each Unit of Competency. This will form the basis for the Candidate’s conversation with the Assessor. The Candidate should take time to prepare to answer questions, provide evidence and discuss these with the Assessor. The Candidates responses will be recorded as evidence of their competence.

**SECTION D – Third Party (Referee) Verification**

This section provides an example template that may be used by the Candidate’s referees to validate the Candidates skills and experience in this qualification. The referee may fill out the appropriate form and return it to the Assessor.

**SECTION E – Assessment Instruments and Assessor’s Assessment**

The Assessment Instruments provides a guide to the evidence required to support the Candidate’s claim for RPL.

The Assessment Instruments and Assessment Summary to be completed by the Assessor and uploaded onto aXcelerate.

**Assessors please note:**

**The Assessor is required to upload into aXcelerate the completed RPL Tool Kit, Third Party Report, documentary evidence provided by the Candidate, Assessment Instruments and the Assessment Summary.**

# SECTION A - Overview of Units of Competency

This RPL Assessment Tool Kit contains seventeen (17) Units of Competency, six (6) Core Units and eleven (11) Elective Units. **Candidates must choose two (2) electives from Group A, PLUS one (1) elective from Group B, PLUS four (4) electives from Groups A to D, of their choice.**

|  |  |
| --- | --- |
| **Unit Code** | **Title** |
| **CORE** | |
| BSBCRT311 | Apply critical thinking skills in a team environment |
| BSBPEF201 | Support personal wellbeing in the workplace |
| BSBSUS211 | Participate in sustainable work practices |
| BSBTWK301 | Use inclusive work practices |
| BSBWHS311 | Assist with maintain workplace safety |
| BSBXCM301 | Engage in workplace communications |
| **ELECTIVES**  **Candidates must choose two (2) electives from Group A, PLUS one (1) elective from Group B, PLUS four (4) electives either Groups A to Group D, of their choice** | |
| **GROUP A** | |
| BSBDAT201 | Collect and record data |
| BSBTEC202 | Use digital technologies to communicate in a work environment |
| BSBWRT311 | Write simple documents |
| **GROUP B** | |
| BSBOPS302 | Identify business risk |
| BSBPEF301 | Organise personal work priorities |
| BSBPMG430 | Undertake project work |
| BSBSTR301 | Contribute to continuous improvement |
| **GROUP C** | |
| BSBLDR301 | Support effective workplace relationships |
| BSBPEF302 | Develop self-awareness |
| BSBXTW301 | Work in a team |
| **GROUP D** | |
| BSBOPS304 | Deliver and monitor a service to customers |

Details of each Unit of Competency can be found at <https://training.gov.au/>

# SECTION B - Candidate Self-Evaluation of the Core Units

The purpose of completing the Self-Evaluation Form is to enable Candidates who believe that they already possess the competencies, to assess their skills and knowledge against the qualification.

Complete the following pages and identify your capacity to perform the tasks described. Be honest in your appraisal. By completing this self-evaluation you will be identifying the areas where you may be able to apply for recognition.

**NB: If this self-evaluation is being used as evidence**, your supervisor must evaluate your ability to perform the work tasks. Your Supervisor is also asked to comment on your ability to perform these work tasks and verify this by signing at the completion of this Section.

If this self-evaluation is being used only so that you and your Assessor can decide if you should proceed, then it does not have to be verified.

Identify your level of experience in performing each competency/task by using the following:

* Not well – I do the task but not well.
* Well – I do the task well.
* Very well – I do the task really well.

**See example below:**

| **Competency/Task** | **I have performed these tasks** | | | **Supervisor’s Evaluation** | **Evidence to support claim** | |
| --- | --- | --- | --- | --- | --- | --- |
| **Frequently** | **Never** | **Sometimes** | **Doc No.** | **Documentation provided** (Number and name the document you are providing for easy reference) |
| Using a computer to enter or change work information or data. | ❑ |  | Not Well | Not Well |  |  |
| Using personal protective equipment as appropriate to conduct my work safely and in accordance with site and legal requirements. | Well |  | ❑ | Well | *1* | *Copy of Company Personal Protective Equipment Requirements for my job role and photos using the equipment.* |

| **CORE Competency/Task** | | **I have performed these tasks** | | | **Supervisor’s Evaluation** | | **Evidence to support claim** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Frequently** | **Never** | **Sometimes** | **Doc No.** | | **Documentation provided** (Number and name the document you are providing for easy reference) |
| I can identify problems, develop solutions, and review problem solving processes | |  |  |  |  | |  | |  |
| I can recognise personal wellbeing factors and able to discuss these with my Scouting Manager | |  |  |  |  | |  | |  |
| I can identify sustainable work practices in my Scouting role and able to seek opportunities for improvement | |  |  |  |  | |  | |  |
| I can identify individual differences in my colleagues and work with them using inclusiveness practices | |  |  |  |  | |  | |  |
| I can identify WHS requirements and develop a risk management plan | |  |  |  |  | |  | |  |
| I can identify information needs and communicate these with my colleagues and managers | |  |  |  |  | |  | |  |
| **Supervisor’s comments** *(Please provide a comment on the Candidate’s ability to perform the above core work task/s.)* | | | | | | | | | |
| **Supervisor’s Name** |  | | | | | | | | |
| **Supervisor’s Signature** |  | | | | | **Date** | |  | |

# SECTION C – Competency/Professional Conversation - Interview Questions

Candidate’s Instructions

This is a chance for the Assessor to draw out your actual individual experiences and relevant skills during a professional conversation. It is your opportunity to demonstrate competence, while referring to actual scenarios, tasks, and activities you have encountered and performed in the workplace.

Several questions are posed that relate to the elements of competency for each Unit of Competency. To prepare for the conversation with your Assessor, write some dot point answers to the questions, together with a portfolio of your evidence (examples) that demonstrates your ability. These will then be discussed in detail with your Assessor. You may draw upon a combination of your Scouting, professional and personal experiences.

Evidence/examples will need to be provided to the Assessor in the form of hard or electronic copy as they need to be assessed and uploaded into aXcelerate. The Assessment Instruments provide a guide to the evidence required to support the Candidate’s claim for RPL.

**Assessor’s Instructions**

This Tool Kit streamlines the RPL assessment process by taking a practical approach to RPL and increasing the use of on-site questioning and discussion. This will assist in developing a ‘picture of the Candidate’s skills and knowledge’. This picture can then be compared with industry standards enabling a determination of whether the Candidate had achieved the required outcomes.

Assessment involves judgement – this tool encourages the use of a professional competency conversation to maximise the Candidate’s opportunities to demonstrate competence. It is important to note however, that the professional conversation will not necessarily always be completed when carrying out RPL Assessment using this kit. It all depends on the level and provision of adequate evidence and as to whether an interview with questions to confirm competency is necessary.

The Performance and Knowledge Evidence is clearly described in the Assessment Requirements for each unit of competency. These are found at ‘training.gov.au’.

Ideally, all steps related to the assessment should be undertaken so as to provide the best opportunity for the Candidate to substantiate claims for RPL made, and for the Assessor to assess levels of competency appropriately, thus assisting decision making.

The RPL process is an efficient and considered process that does not rely solely on documentary evidence. It uses a combination of questioning, practical assessment and supporting evidence to provide evidence of the Candidate’s competence.

Not all RPL applications are the same and the level of allowance of RPL depends on the evidence provided, as well as the appropriate responses to questions, any practical assessment demonstrated, and any other evidence deemed necessary.

It is not intended that questions are asked for each competency or discussed during the conversation. Only questions related to those competencies that the initial documentary review has failed to fully address are required.

The Assessor may wish to use the key points from the Performance Criteria to formulate questions to suit the Candidate’s particular work situation and presented evidence. Above all, writing and asking your own questions should be seen as a task that will help to clarify and assist making a more appropriate and valid judgement as to competency, as well as being flexible in approach.

These questions will then be discussed in detail during your professional conversation with the Candidate. Candidates may draw upon a combination of their Scouting, professional and personal experiences.

On the following pages, place a tick (✓) in the ‘Yes’ or ‘No’ box next to each Element of Competency as it is addressed by the Candidate during the conversation. By doing this, you are recording what you have heard the Candidate say during the interview.

Use the *Additional notes from conversation* section at the end of each Unit of Competency to provide further details about the context of the discussion or other key points and examples the Candidate has discussed that may be relevant in confirming competency, including responses to any questions.

It is important to remember that the notes taken during the questioning interview are important evidence and should be retained as part of the Candidate’s assessment records. It is recommended that the interview be conducted in the workplace, allowing the Candidate access to documents, equipment etc. to support their statements.

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| **Professional Conversation - Possible Interview Questions, Candidate’s Responses and Assessment**   | **Core unit of competency**  **BSBCRT311 Apply critical thinking skills in a team environment** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you prepare to address problems in your Scout Unit or Group? |  | **Yes** | **No** | | Explain how you evaluate potential solutions Scouting problems |  | **Yes** | **No** | | How do you finalise and review the problem solution process that you used? |  | **Yes** | **No** |  Additional notes from conversation |
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| | **Core unit of competency**  **BSBPEF201 Support personal wellbeing in the workplace** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you recognise factors that impact on your personal wellbeing? |  | **Yes** | **No** | | Explain how you plan to communicate with your Scouting ‘supervisor’ to discuss your wellbeing |  | **Yes** | **No** | | How do you undertake this communication and review its effectiveness? |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Core unit of competency**  **BSBSUS211 Participate in sustainable work practices** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe how you measure sustainable work practices |  | **Yes** | **No** | | Explain how you support sustainable work practices |  | **Yes** | **No** | | How would you seek opportunities to improve sustainable work practices? |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Core unit of competency**  **BSBTWK301 Use inclusive work practices** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | In what ways do you establish practices that support individual differences in the Scouting environment |  | **Yes** | **No** | | How do you work effectively with individual differences? |  | **Yes** | **No** | | Describe how you assess the use of inclusive practice |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Core unit of competency**  **BSBWHS311 Assist with maintaining workplace safety** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe how you assist you assist with incorporating WHS policies and procedures into your Unit or Groups processes? |  | **Yes** | **No** | | Explain how you contribute to the consultation process for managing WHS |  | **Yes** | **No** | | Describe how you contribute to the development of procedures for WHS training |  | **Yes** | **No** | | Explain how you have participated in identifying hazards, and assessing and controlling risks in Scouting |  |  |  |  Additional notes from conversation |

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| | **Core unit of competency**  **BSBXCM301 Engage in workplace communication** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you plan for communicating with your Scout Unit or Group? |  | **Yes** | **No** | | Explain how you undertake and participate in routine communications |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Group A Elective unit of competency**  **BSBDAT201 Collect and record data** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | What are some of the ways that you can collect data in Scouting? |  | **Yes** | **No** | | How do you collect data from the various methods |  | **Yes** | **No** | | Describe how you could record collected data |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Group A Elective unit of competency**  **BSBTEC202 Use digital technologies to communicate in a work environment** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | What are some of the methods of digital communication used in Scouting? |  | **Yes** | **No** | | What procedures could you use to send and receive digital communications? |  | **Yes** | **No** | | Explain how you could assist with managing digital communications |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Group A Elective unit of competency**  **BSBWRT311 Write simple documents** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe how you plan to write a document |  | **Yes** | **No** | | What steps do you take when drafting a document? |  | **Yes** | **No** | | How do you finalise a document? |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Group B Elective unit of competency**  **BSBOPS302 Identify business risk** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe how you identify risks in a Scouting context |  | **Yes** | **No** | | Outline how you would mitigate against risks |  | **Yes** | **No** | | How do you seek approval and finalise your risk management plan? |  |  |  |  Additional notes from conversation |

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| | **Group B Elective unit of competency**  **BSBPEF301 Organise personal work priorities** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Explain how you organise and complete your own work schedule |  | **Yes** | **No** | | Describe ways in which you can evaluate your own work performance |  | **Yes** | **No** | | How do you coordinate your professional development? |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Group B Elective unit of competency**  **BSBPMG430 Undertake project work** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you establish the parameters of a project? |  | **Yes** | **No** | | Describe how you develop a project plan |  | **Yes** | **No** | | Explain how you administer and monitor a project |  | **Yes** | **No** | | How do you finalise and review a project? |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Group B Elective unit of competency**  **BSBSTR301 Contribute to continuous improvement** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe some of the ways that you can coordinate continuous improvement in your Scouting role |  | **Yes** | **No** | | How do you monitor and report ideas for continuous improvement? |  | **Yes** | **No** | | Explain how you can support opportunities for further improvements |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Group C Elective unit of competency**  **BSBLDR301 Support effective workplace relationships** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | What are some of the ways that you can gather information and ideas? |  | **Yes** | **No** | | Describe how you can develop Scouting team relationships and networks |  | **Yes** | **No** | | How do you contribute to positive team outcomes? |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Group C Elective unit of competency**  **BSBPEF302 Develop self-awareness** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How can you identify and evaluate your own attitudes and values? |  | **Yes** | **No** | | Describe how you can assess your own skills |  | **Yes** | **No** | | Outline how you apply self-awareness in a Scouting environment |  | **Yes** | **No** | | How do you develop strategies for your ongoing improvement? |  |  |  |  Additional notes from conversation |

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| | **Group C Elective unit of competency**  **BSBXTW301 Work in a team** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Explain how you identify individual work task within your Scouting team |  | **Yes** | **No** | | Describe how you contribute effectively to the team goals |  | **Yes** | **No** | | What are some of the ways in which you work effectively with team members? |  | **Yes** | **No** | | How do you communicate effectively with team leaders? |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Group D Elective unit of competency**  **BSBOPS304 Deliver and monitor a service to customers** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you identify the needs of others in a Scouting context? |  | **Yes** | **No** | | Describe how you deliver these needs |  | **Yes** | **No** | | In what ways can you review and evaluate customer satisfaction? |  |  |  |  Additional notes from conversation |

# SECTION D - Third Party (Referee) Verification Report

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| --- | --- | --- | --- | --- |
| **BSB30120 Certificate III in Business** | | | | |
| **Candidate’s Name** |  | | | |
| **Referee’s Name**  *(Name of person providing this evidence)* |  | | | |
| **Position/Title** |  | | | |
| **Workplace** |  | | | |
| **Workplace Address** |  | | | |
| **Telephone Numbers** |  | | | |
| **Email Address** |  | | | |
| **This report was completed** | via Interview by Assessor | ❑ | Independently by Referee | ❑ |
| **Interview conducted by**  *(If applicable)* |  | | | |
| **Date of Interview** |  | | | |
| **Instructions** | Part of the assessment for the Candidate requires evidence from a Third Party (employer, supervisor or equivalent). This evidence will be used to validate the Candidate’s skills and experience.  A ‘letter of support’ may be provided from the organisation validating a range of tasks performed by the Candidate over a period is useful in identifying competence. | | | |

#### To Whom It May Concern

Re: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*(Insert Candidate’s name)* *(insert Industry/job title).*

I certify that the above-named person has:

worked at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for a period of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Insert name of workplace) (Insert length of time*).

I have read the Candidates responses to the questions and confirm that they have regularly demonstrated, knowledge, skills, and attitudes to an acceptable workplace standard against the Units of Competency within this organisation.

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| I understand the evidence/tasks the Candidate has performed on which I am required to comment. | ❑ | ❑ |
| I am willing to be contacted if further verification of my statements is required. | ❑ | ❑ |

If you would like further information or would like to discuss any of the above, I can be contacted on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(insert phone number).*

Yours sincerely

Name (please PRINT): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# SECTION E – Assessor’s Assessment and Evidence Summary

**Third Party (Referee) Verification Report**

It is recommended that the Assessor verify the Third-Party Report (Section D) with the person who completes the form to confirm the Candidate’s skills in different contexts over time. This Report must be uploaded into aXcelerate.

**Assessment Instrument**

An Assessment Instrument, *Performance Evidence Check List,* is provided for each unit of competency as an example. The Assessor may develop their own assessment instruments as needed.

The attached Assessment Instruments (*Performance Evidence Check List*) provides a guide to the evidence sources to support the Candidate’s claim for RPL. The Candidate should be encouraged to provide any other evidence to the Assessor. If Candidates do not have all this evidence, they are not excluded from applying for recognition and should discuss options with the Assessor. All supporting evidence must be uploaded into aXcelerate by the Assessor.

**Assessment Summary**

The Assessor should complete the Assessment Summary as a means of recording the Assessors decisions and ensuring that all the ‘Evidence Requirements’ from training.gov.au are collected from the Candidate. This Assessment Summary must be uploaded into aXcelerate.

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBCRT311 Apply critical thinking skills in a team environment**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Provide an example of how the candidate has developed and provided solutions to a Scouting problem on two (2) occasions   + .   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBPEF201 Support personal wellbeing in the workplace**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Provide one (1) plan that the candidate has developed for their Scouting team demonstrating a knowledge of ‘wellbeing’   + . * Provide one (1) formal and one (1) informal wellbeing resource that could be used in a Scouting environment   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBSUS211 Participate in sustainable work practices**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Provide evidence that the candidate has participated in three (3) sustainable work practices within Scouting   + .   + .   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBTWK301 Use inclusive work practices**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Provide copies of two (2) different plans covering inclusive work practices developed by the candidate within their Scouting team   + .   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBWHS311 Assist with maintaining workplace safety**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Examples of how the candidate has implemented and monitored three (3) different work health and safety policies or procedures within their Scouting team   + .   + .   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBXCM301 Engage in workplace communication**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * One (1) piece of detailed written evidence prepared by the candidate that demonstrates the an appropriate method of communicating with their Scouting team |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBDAT201 Collect and record data**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Evidence of how the candidate has collected and recorded data on two (2) occasions from different sources   + .   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBLDR301 Support effective workplace relationships**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Copy of a plan that the candidate has prepared that supports the development of one (1) member of their Scouting team   + . * Evidence of how and when the candidate facilitated communication between members of their team on two (2) occasions   + .   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBOPS302 Identify business risk**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Copy of a risk plan prepared by the candidate that identifies and provides management strategies for two (2) different types of business risks   + .   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBOPS304 Deliver and monitor a service to customers**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Evidence of how the candidate has identified, planned, delivered and monitored three (3) different Scouting programs on separate occasions   + .   + .   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBPEF301 Organise personal work priorities**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Copy of a personal work plan prepared and implemented by the candidate   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBPEF302 Develop self-awareness**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Evidence of how the candidate has developed and improved their self-awareness in three (3) different work task   + .   + .   + . * Copy of self-awareness plan developed and implemented by the candidate   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBPMG430 Undertake project work**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Evidence of how the candidate has undertaken a minor project, or a section of a larger project   + . * A copy of the project plan that the candidate has assisted in developing   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBSTR301 Contribute to continuous improvement**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Copy of a plan or other evidence that demonstrates how the candidate coordinates, monitors and supports continuous improvement of a task for their Scouting team   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBTEC202 Use digital technologies to communicate in a work environment**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Provide evidence of how the candidate has sent digital communications of four (4) occasions   + .   + .   + .   + . * Provide evidence of how the candidate has received and processed digital communications of four (4) occasions   + .   + .   + .   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBWRT311 Write simple documents**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Copies of three (3) simple letters, reports, meeting agendas, meeting minutes, procedure or planning document that the candidate has planned, drafted and finalised   + .   + .   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBXTW301 Work in a team**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of Certificate of Proficiency (**Adult members** only) |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| Copy of Queen’s Scout Certificate, if applicable |  |  |
| Copy of relevant parts of Scout | Terrain, or equivalent (**Youth members** only) |  |  |
| Demonstrated the knowledge evidence required by ‘training.gov.au’ through completing the RPL Tool Kit or by professional competency conversation |  |  |
| Demonstrated performance evidence as follows:   * Evidence of how the candidate has identified individual and team roles/responsibilities, planned assigned tasks, contributed to the achievement of team goals, shared knowledge/ideas/problem with their team, acted on feedback and collaborated with a remote team member   + .   + .   + .   + .   + .   + . |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

|  |  |
| --- | --- |
|  | Scouts Australia Institute of Training  RTO 5443  Assessment Summary  BSB30120 – Certificate III in Business |

|  |  |  |  |
| --- | --- | --- | --- |
| **Candidate’s Name:** | |  | |
| **Unit/s of Competency Assessed** | | | **C or NYC** |
| **Core Units** | | | |
| BSBCRT311 | Apply critical thinking skills in a team environment | |  |
| BSBPEF201 | Support personal wellbeing in the workplace | |  |
| BSBSUS211 | Participate in sustainable work practices | |  |
| BSBTWK301 | Use inclusive work practices | |  |
| BSBWHS311 | Assist with maintain workplace safety | |  |
| BSBXCM301 | Engage in workplace communications | |  |
| **Electives**  **Candidates must choose two (2) electives from Group A, PLUS one (1) elective from Group B, PLUS four (4) electives from Groups A to D, of their choice.** | | | |
| **Group A** | | | |
| BSBDAT201 | Collect and record data | |  |
| BSBTEC202 | Use digital technologies to communicate in a work environment | |  |
| BSBWRT311 | Write simple documents | |  |
| **Group B** | | | |
| BSBOPS302 | Identify business risk | |  |
| BSBPEF301 | Organise personal work priorities | |  |
| BSBPMG430 | Undertake project work | |  |
| BSBSTR301 | Contribute to continuous improvement | |  |
| **Group C** | | | |
| BSBLDR301 | Support effective workplace relationships | |  |
| BSBPEF302 | Develop self-awareness | |  |
| BSBXTW301 | Work in a team | |  |
| **Group D** | | | |
| BSBOPS304 | Deliver and monitor a service to customers | |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Evidence used to assess the Candidate’s ability** (Please indicate) | | | | | | | | | |
| CV (Work history) | |  | Unit/s specific Recognition Tool | | | | | |  |
| Logbook of Experience | |  | Questioning / Professional Discussion | | | | | |  |
| Photographs and/or Video | |  | Organisation Program / Activity Planning | | | | | |  |
| Scenarios / Simulations | |  | Demonstration on the Job | | | | | |  |
| Employer / Co-leader Testimonial | |  | Client Feedback / Evaluation Forms | | | | | |  |
| Position description / Review | |  | Forms (development and/or implementation of) | | | | | |  |
| Peer Discussion/ Evaluation | |  | Organisational Operating Procedures (Development and/or Implementation of) | | | | | |  |
| Qualification(s) (retain in aXcelerate) | |  |  |
| Other (Provide details): | | | | | | | | | |
| **Subject Matter Experts (SME)** | | | | | | **Organisation** | | | |
| **SME** |  | | | | |  | | | |
| **SME** |  | | | | |  | | | |
| **Assessors Comments:** | | | | | | | | | |
|  | **Lead Assessor** | | | **Moderating Assessor** (if applicable) | | | | | |
| **Name:** |  | | |  | | | | | |
| **Date:** |  | | |  | | | | | |
| **Assessor No.** |  | | |  | | | | | |
| **Signature:** |  | | |  | | | | | |
| **If assessment result is Not Yet Competent (NYC), the Candidate has been provided with:** | | | | | | | | | |
| Information about additional assessments or evidence requirements | | | | | | | |  | |
| Learning pathways they could access to gain further skills and knowledge | | | | | | | |  | |
| **Candidate’s Statement of Acceptance for Not Yet Competent Outcome** | | | | | | | | | |
| I accept the assessment decision and agree that the process was valid and fair. | | | | | | | |  | |
| **OR** I wish to appeal the assessment decision. | | | | | | | |  | |
| **Candidate’s Signature:** |  | | | | **Date:** | |  | | |