

Scouts Australia Institute of Training

(SAIT) – RTO 5443

*RPL Assessment Tool Kit*

*BSB50420*

*Diploma of Leadership and Management*

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

Issued by Scouts Australia Institute of Training (SAIT)

Level 1, Scouts Australia House

8 Help Street, Chatswood NSW 2067

First issued: 2 December 2020

Version 1.1: 2 November 2021

Version 1.2: 25 November 2021

© Scouts Australia

This work is copyright. Apart from any use as permitted under the *Copyright Act 1968, and subsequent amendments,* no part of this publication may be reproduced by any process without prior written permission from Scouts Australia.

All enquiries should be addressed to the Compliance Manager, Scouts Australia Institute of Training.

This subject material is issued by Scouts Australia, through the Scouts Australia Institute of Training on the understanding that:

**1.** Scouts Australia, its officials, author(s), or any other persons involved in the preparation of this publication expressly disclaim all or any contractual, tortuous, or other form of liability to any person (purchaser of this publication or not) in respect of the publication and any consequences arising from its use, including any omission made by any person in reliance upon the whole or any part of the contents of this publication.

**2.** Scouts Australia expressly disclaim all and any liability to any person in respect of anything and of the consequences of anything done or omitted to be done by any such person in reliance, whether whole or partial, upon the whole or any part of the contents of this subject material.

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

**Contents**

[Recognition of Prior Learning (RPL) Assessment Tool Kit 4](#_Toc88655756)

[How to use this Tool Kit 4](#_Toc88655757)

[SECTION A - Overview of Units of Competency 6](#_Toc88655758)

[SECTION B - Candidate Self-Evaluation of the Core Units 8](#_Toc88655759)

[SECTION C – Competency/Professional Conversation - Interview Questions 10](#_Toc88655760)

[SECTION D - Third Party (Referee) Verification Report 36](#_Toc88655761)

[SECTION E – Assessor’s Assessment and Evidence Summary 37](#_Toc88655762)

# 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 who apply knowledge, practical skills and experience in leadership and management across a range of enterprise and industry contexts. Individuals at this level display initiative and judgement in planning, organising, implementing, and monitoring their own workload and the workload of others. They use communication skills to support individuals and teams to meet organisational or enterprise requirements. They may plan, design, apply and evaluate solutions to unpredictable problems, and identify, analyse, and synthesise information from a variety of sources.

Therefore, Scouting has identified eighteen (18) elective Units of Competency that may relate to your role in Scouting. In addition to the six (6) core units, you must select six (6) 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 twelve (12) 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 24 Units of Competency, 6 Core Units and 18 Elective Units. **Candidates choose the six (6) Electives of their choice.**

|  |  |
| --- | --- |
| **Unit Code** | **Title** |
| **CORE** | |
| BSBCMM511 | Communicate with influence |
| BSBCRT511 | Develop critical thinking in others |
| BSBLDR523 | Lead and manage effective workplace relationships |
| BSBOPS502 | Manage business operational plans |
| BSBPEF502 | Develop and use emotional intelligence |
| BSBTWK502 | Manage team effectiveness |
| **ELECTIVES (The Candidate selects six (6) from the following)** | |
| BSBCMM412 | Lead difficult conversations |
| BSBCRT512 | Originate and develop concepts |
| BSBFIN501 | Manage budgets and financial plans |
| BSBHRM531 | Coordinate health and wellness programs |
| BSBLDR521 | Lead the development of diverse workforces |
| BSBLDR522 | Manage people performance |
| BSBOPS504 | Manage business risk |
| BSBOPS505 | Manage organisational customer service |
| BSBPEF501 | Manage personal and professional development |
| BSBSTR501 | Establish innovative work environments |
| BSBSTR502 | Facilitate continuous improvement |

|  |  |
| --- | --- |
| BSBSTR503 | Develop organisational policy |
| BSBSUS511 | Develop workplace policies and procedures for sustainability |
| BSBTWK501 | Lead diversity and inclusion |
| BSBTWK503 | Manage meetings |
| BSBWHS521 | Ensure a safe workplace for a work area |
| BSBXCM501 | Lead communication in the workplace |
| CHCCCS019 | Recognise and respond to crisis situations |

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 Scouting Team Leader 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) |
| 1. I can influence others through the communication of my ideas | |  |  |  |  | |  | |  |
| 2. I have developed members of my team, for whom critical thinking skills such as analysis, synthesis and evaluation are important parts of their role | |  |  |  |  | |  | |  |
| 3. I have applied the values, goals, cultural diversity, and inclusion policies in problem solving and decision making within my workplace | |  |  |  |  | |  | |  |
| 4. I have developed, monitored, and implemented business and operational plans to provide efficient and effective workplace practices | |  |  |  |  | |  | |  |
| 5. I have promoted the development and use of emotional intelligence to manage relationships and maximise team outcomes | |  |  |  |  | |  | |  |
| 6. As a team leader, I have led and built a positive culture within my team and used a range of problem solving and decision-making strategies | |  |  |  |  | |  | |  |
| **Scouting Team Leader’s comments** *(Please provide a comment on the Candidate’s ability to perform the above core work task/s.)* | | | | | | | | | |
| **Scouting Team Leader’s Name** |  | | | | | | | | |
| **Scouting Team Leader’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 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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professional Conversation - Possible Interview Questions, Candidate’s Responses and Assessment**   | **Core unit of competency**  **BSBCMM511 – Communicate with influence** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Explain how you identify communication requirements |  | **Yes** | **No** | | How do you negotiate to achieve agreed outcomes? |  | **Yes** | **No** | | Describe how you participate in and lead meetings |  | **Yes** | **No** | | Explain how you make presentations |  | **Yes** | **No** |  Additional notes from conversation |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Core unit of competency**  **BSBCRT511 - Develop critical thinking in others** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you assess individual and team critical and creative thinking skills? |  | **Yes** | **No** | | Explain how you establish an environment that encourages the application of critical and creative thinking |  | **Yes** | **No** | | Describe how you improve and monitor thinking practices |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Core unit of competency**  **BSBLDR523 – Lead and manage effective workplace relationships** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe how you establish effective workplace relationship processes |  | **Yes** | **No** | | Explain how you manage effective workplace relationships |  | **Yes** | **No** | | How do you review the management of workplace relationships? |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Core unit of competency**  **BSBOPS502 – Manage business operational plans** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe how you establish an Operational Plan |  | **Yes** | **No** | | Explain how you determine, acquire, and manage the necessary resources |  | **Yes** | **No** | | What are some of the ways you monitor and review operational performance? |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Core unit of competency**  **BSBPEF502 – Develop and use emotional intelligence** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Explain how you evaluate the emotional intelligence of your team |  | **Yes** | **No** | | How do you identify and develop emotional intelligence in the workplace? |  | **Yes** | **No** | | How do you promote development of emotional intelligence in others? |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Core unit of competency**  **BSBTWK502 – Manage team effectiveness** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you establish a Team Performance Plan? |  | **Yes** | **No** | | Explain how you develop and facilitate team cohesion |  | **Yes** | **No** | | Explain how you facilitate teamwork |  | **Yes** | **No** | | How do you liaise with stakeholders? |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBCMM412 – Lead difficult conversations** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | What do you do to prepare for a conversation? |  | **Yes** | **No** | | Explain how you facilitate a difficult conversation |  | **Yes** | **No** | | Describe how you follow up and review the conversation |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBCRT512 – Originate and develop concepts** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Explain how you scope the issue |  | **Yes** | **No** | | Describe how you generate and present solutions |  | **Yes** | **No** | | Outline how you refine solutions for implementation |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBFIN501 – Manage budgets and financial plans** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe how you plan financial management approaches |  | **Yes** | **No** | | Explain how you implement and monitor financial management plans |  | **Yes** | **No** | | How do you review and evaluate financial management plans? |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBHRM531 – Coordinate health and wellness programs** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you research and analyse employee health issues? |  | **Yes** | **No** | | Explain how you plan a health and wellness program |  | **Yes** | **No** | | How do you coordinate the program? |  | **Yes** | **No** | | Describe how you evaluate and improve the program? |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBLDR521 Lead the development of diverse workforces** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Explain how you establish the benefits of an inclusive and diverse workforce |  | **Yes** | **No** | | How do you embed diversity and inclusion into team plans and operations? |  | **Yes** | **No** | | How do you support the development of a diverse and inclusive workforce? |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBLDR522 – Manage people** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Explain how you allocate work |  | **Yes** | **No** | | How do you assess performance? |  | **Yes** | **No** | | Describe how you provide feedback? |  | **Yes** | **No** | | Explain how you manage follow up |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBOPS504 Manage business risk** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Explain how you establish the risk context |  | **Yes** | **No** | | Describe how you identify risks |  | **Yes** | **No** | | Outline how you analyse risks |  | **Yes** | **No** | | Explain how you select and implement risk treatments |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBOPS505 – Manage organisational customer service** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Explain how you establish customer requirements |  | **Yes** | **No** | | Describe how you deliver quality products and services |  | **Yes** | **No** | | How do you evaluate customer service? |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBPEF501 – Manage personal and professional development** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you manage the development of work goals? |  | **Yes** | **No** | | Explain how you facilitate the achievement of work priorities |  | **Yes** | **No** | | Describe how you develop and maintain professional competence |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBSTR501 – Establish innovative work environments** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Explain how you establish work practices |  | **Yes** | **No** | | In what ways can you create an innovative environment? |  | **Yes** | **No** | | Outline how you implement an innovative work environment |  | **Yes** | **No** | | Describe how you share and evaluate innovative ideas in the work environment |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBSTR502 – Facilitate continuous improvement** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe how you establish systems and processes |  | **Yes** | **No** | | Explain how you monitor and adjust performance strategies |  | **Yes** | **No** | | How do you manage opportunities for further improvements? |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBSTR503 – Develop organisational policy** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Outline how you review existing policy |  | **Yes** | **No** | | How do you establish the need for policy development? |  | **Yes** | **No** | | Describe how you prepare for and develop policy |  | **Yes** | **No** | | Explain how you review the policy development process |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBSUS511 – Develop workplace policies and procedures for sustainability** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Outline how you prepare workplace sustainability policies |  | **Yes** | **No** | | Describe how you implement workplace sustainability policies |  | **Yes** | **No** | | Explain how you review the implementation of workplace sustainability policies |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBTWK501 – Lead diversity and inclusion** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you review diversity and inclusion policy |  | **Yes** | **No** | | Explain how you foster respect for diversity and inclusiveness in the work team |  | **Yes** | **No** | | Describe how you promote the benefits of diversity and inclusion |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBTWK503 – Manage meetings** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe how you prepare for meetings |  | **Yes** | **No** | | Explain how you conduct meetings |  | **Yes** | **No** | | How do you follow up after meetings? |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBWHS521 – Ensure a safe workplace for a work area** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe how to establish a WHS management system in a work area |  | **Yes** | **No** | | Explain how you establish and maintain effective and compliant consultative arrangements for managing WHS in a work area |  | **Yes** | **No** | | Outline how you establish and maintain procedures for effectively identifying hazards, and assessing and controlling risks in work area |  | **Yes** | **No** | | How do you evaluate and maintain a work area WHS management system (WHSMS)? |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **BSBXCM501 – Lead communication in the workplace** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | In what ways do you establish communication protocols |  | **Yes** | **No** | | Explain how you coordinate effective communication |  | **Yes** | **No** | | How do you present and negotiate persuasively? |  | **Yes** | **No** | | Describe how you review communication practices |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Imported Elective unit of competency**  **CHCCCS019 – Recognise and respond to crisis situations** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Explain how to identify an imminent mental health crisis and what are three (3) signs you would look for? |  | **Yes** | **No** | | Describe how you would address immediate safety concerns and what are three (3) practices you can use? |  | **Yes** | **No** | | Describe how you would refer a person for crisis intervention support |  | **Yes** | **No** | | What are three (3) effective self-care practices you can use? |  | **Yes** | **No** |  Additional notes from conversation |

# SECTION D - Third Party (Referee) Verification Report

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **BSB50420 – Diploma of Leadership and Management** | | | | |
| **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 Candidate’s responses to the questions and confirm that they have regularly demonstrated, knowledge, skills, and attitudes to an acceptable workplace standard against the Core and selected Elective 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: -** **BSBCMM511 Communicate with influence**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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 two (2) agendas and minutes   + agenda.     - .     - .   + minutes.     - .     - . * Copy of the presentation made to two (2) different groups   + .   + . |  |  |
| Completed 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: -** **BSBCRT511 Develop critical thinking in others**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * An example of how the candidate has developed an environment for their team that supports the application of critical and creative thinking   + . |  |  |
| Completed 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: - BSBLDR523 Lead and manage effective workplace relationships**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * Two (2) examples of how the candidate has implemented processes to manage ideas and information   + .   + . * Two (2) examples of how the candidate has managed difficult situations   + .   + . |  |  |
| Completed 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: - BSBOPS502 Manage business operational plans**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * An example of a Scouting operational plan that the candidate has managed and implemented   + . |  |  |
| Completed 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: - BSBPEF503 Develop and use emotional intelligence**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * Two (2) examples of how the candidate has demonstrated emotional intelligence   + .   + . |  |  |
| Completed 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: - BSBTWK502 Manage team effectiveness**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * An example of how the candidate has managed the effectiveness of their Scouting Team   + . |  |  |
| Completed 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: - BSBCMM412 Lead difficult conversations**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * Two (2) examples of how the candidate has led difficult conversations   + .   + . |  |  |
| Completed 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: - BSBCRT512 Originate and develop concepts**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * An example of how the candidate has developed, refined and implemented a solution to a Scouting issue or problem   + . |  |  |
| Completed 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: - BSBFIN501 Manage budgets and financial plans**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * An example of how the candidate has:   + developed a budget and financial plan     - .   + monitored income and expenditure     - .   + reported on budget and expenditure     - . |  |  |
| Completed 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: - BSBHRM531 Coordinate health and wellness programs**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * an example of how the candidate has planned, implemented and coordinated a health and wellness program for their Scouting team |  |  |
| Completed 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: - BSBLDR521 Lead the development of diverse workforces**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * An example of how the candidate has identified and led diversity in their team |  |  |
| Completed 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: - BSBLDR522 Manage people performance**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * An example of how the candidate has managed their team through the use of the Individual Adult Volunteer Plan process for three (3) different members   + IAVP Phase 1     - .   + IAVP Phase 2     - .   + IAVP Phase 3     - . |  |  |
| Completed 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: - BSBOPS504 Manage business risk**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * An example of a risk management plan for their Scouting formation that covers operational, financial, reputational and WHS hazards   + . |  |  |
| Completed 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: - BSBOPS505 Manage organisational customer service**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * An example of a plan that has been developed, implemented and reviewed by the candidate for delivering and monitoring a Scouting program   + . |  |  |
| Completed 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: - BSBPEF501 Manage personal and professional development**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * A copy of the candidate’s Individual Adult Volunteer Plan (IAVP) Phase 3   + . * Copies of two (2) team members IAVP Phases 1 or2 or 3   + .   + . |  |  |
| Completed 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: - BSBSTR501 Establish innovative work environments**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * Example of two (2) different procedures and practices that foster innovation in areas of Scouting, including collaborative work arrangements, building team capacity to contribute to innovation and providing formal and informal learning opportunities   + .   + . |  |  |
| Completed 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: - BSBSTR502 Facilitate continuous improvement**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * An example of how the candidate has led and managed continuous improvement in Scouting   + . |  |  |
| Completed 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: - BSBSTR503 Develop organisational policy**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * An example of a Scouting policy that the candidate has developed, revised and promoted   + . |  |  |
| Completed 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: - BSBSUS511 Develop workplace policies and procedures for sustainability**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * An example of a sustainability policy that the candidate has developed and implemented   + . |  |  |
| Completed 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: - BSBTWK501 Lead diversity and inclusion**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * An example of how the candidate has identified and led diversity and inclusion in Scouting |  |  |
| Completed 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: - BSBTWK503 Manage meetings**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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 two (2) agendas and minutes that the candidate has prepared for Group Support Committee meeting or equivalent   + agenda.     - .     - .   + minutes.     - .     - . |  |  |
| Completed 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: - BSBWHS521 Ensure a safe workplace for a work area**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * establish, implement, maintain and evaluate a work health and safety management system for your Scouting work area that complies with WHS laws, and organisational policies and procedures   + . |  |  |
| Completed 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: -** **BSBXCM501 Lead communications in the workplace**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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 three (3) examples of how the candidate has developed and implemented communication protocols, present information in a persuasive and professional manner and apply negotiation techniques to reach desired outcomes   + .   + .   + . |  |  |
| Completed 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: - CHCCC019 Recognise and respond to crisis situations**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of The Wood Badge |  |  |
| Copy of Membership Profile (e.g., from Extranet or My Scout) |  |  |
| Copy of Reference (see Section D) |  |  |
| 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:   * Three (3) examples of how the candidate has been involved in crisis intervention activities in either real or training situations   + .   + .   + . |  |  |
| Completed 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  BSB50420 – Diploma of Leadership and Management |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Candidate’s Name:** | | |  | | | | | | | | | |
| **Unit/s of Competency Assessed** | | | | | | | | | | **C or NYC** | | |
| **Core Units** | | | | | | | | | | | | |
| BSBCMM511 | | Communicate with influence | | | | | | | |  | | |
| BSBCRT511 | | Develop critical thinking in others | | | | | | | |  | | |
| BSBLDR523 | | Lead and manage effective workplace relationships | | | | | | | |  | | |
| BSBOPS502 | | Manage business operational plans | | | | | | | |  | | |
| BSBPEF502 | | Develop and use emotional intelligence | | | | | | | |  | | |
| BSBTWK502 | | Manage team effectiveness | | | | | | | |  | | |
| **Choose six (6) Elective Units** | | | | | | | | | | | | |
| BSBCMM412 | | Lead difficult conversations | | | | | | | |  | | |
| BSBCRT512 | | Originate and develop concepts | | | | | | | |  | | |
| BSBFIN501 | | Manage budgets and financial plans | | | | | | | |  | | |
| BSBHRM531 | | Coordinate health and wellness programs | | | | | | | |  | | |
| BSBLDR521 | | Lead the development of diverse workforces | | | | | | | |  | | |
| BSBLDR522 | | Manage people performance | | | | | | | |  | | |
| BSBOPS504 | | Manage business risk | | | | | | | |  | | |
| BSBOPS505 | | Manage organisational customer service | | | | | | | |  | | |
| BSBPEF501 | | Manage personal and professional development | | | | | | | |  | | |
| BSBSTR501 | | Establish innovative work environments | | | | | | | |  | | |
| BSBSTR502 | | Facilitate continuous improvement | | | | | | | |  | | |
| BSBSTR503 | | Develop organisational policy | | | | | | | |  | | |
| BSBSUS511 | | Develop workplace policies and procedures for sustainability | | | | | | | |  | | |
| BSBTWK501 | | Lead diversity and inclusion | | | | | | | |  | | |
| BSBTWK503 | | Manage meetings | | | | | | | |  | | |
| BSBWHS521 | | Ensure a safe workplace for a work area | | | | | | | |  | | |
| BSBXCM501 | | Lead communication in the workplace | | | | | | | |  | | |
| CHCCCS019 | | Recognise and respond to a crisis situation | | | | | | | |  | | |
| **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:** | |  | | | |