

Scouts Australia Institute of Training

(SAIT) – RTO 5443

*RPL Assessment Tool Kit*

*CUA30220*

*Certificate III in Community dance, theatre and events*

|  |  |
| --- | --- |
| 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

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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 working in a variety of community-based performance and production contexts, using some discretion and judgement and relevant theoretical knowledge. It applies to individuals who work in small-scale dance, theatre and events environments within the creative industries. Individuals at this level may provide support to others involved in production with limited responsibility overseeing other personnel. The job roles that relate to this qualification may include community theatre production assistants, theatre assistants, project officers and community theatre performers.

Therefore, Scouting has identified nine (9) elective Units of Competency that may relate to your role in Scouting, in addition to the four (4) core 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 thirteen (13) Units of Competency, four (4) Core Units and nine (9) Elective Units. Candidates may choose other electives of their choice in accordance with the Packaging Rules.

|  |  |
| --- | --- |
| **Unit Code** | **Title** |
| **CORE** | |
| BSBTWK301 | Use inclusive work practices |
| CUAIND311 | Work effectively in the creative arts industry |
| CUAIND314 | Plan a career in the creative arts industry |
| CUAWHS312 | Apply work health and safety practices |
| **ELECTIVES**  Candidates may choose other electives of their choice in accordance with the Packaging Rules. | |
| CUAACT311 | Develop basic acting techniques for performance |
| CUACOS304 | Develop and apply knowledge of costumes |
| CUADAN313 | Develop and apply dance partnering techniques |
| CUADTM311 | Assist with dance teaching |
| CUAPRF314 | Develop audition techniques |
| CUAPRF317 | Develop performance techniques |
| CUASTA311 | Assist with production of live performances |
| CUAVOS311 | Use music and singing in performance |
| CUASTA212 | Assist with bump in and bump out of shows |

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 use inclusive work practices in Scout Shows | |  |  |  |  | |  | |  |
| I have worked effectively in at least 3 seasons of Scout Shows | |  |  |  |  | |  | |  |
| I have planned a future career with Scout Shows | |  |  |  |  | |  | |  |
| I have applied WHS in a theatre environment | |  |  |  |  | |  | |  |
| **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**  **BSBTWK301 Use inclusive work practices** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you establish practices that support individual differences? |  | **Yes** | **No** | | Explain how you work effectively with people who have individual differences |  | **Yes** | **No** | | Explain how you evaluate the use of inclusive practices |  | **Yes** | **No** |  Additional notes from conversation |
|  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Core unit of competency**  **CUAIND301 Work effectively in the creative arts industry** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you maintain your current knowledge and skills in the industry? |  | **Yes** | **No** | | Explain how you establish effective work and contractual arrangements in the industry |  | **Yes** | **No** | | Explain how you complete work tasks effectively |  | **Yes** | **No** |  Additional notes from conversation |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Core unit of competency**  **CUAIND314 Plan a career in the creative arts industry** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe how you build industry networks |  | **Yes** | **No** | | What have you done to develop a career plan? |  | **Yes** | **No** | | How have you developed your skills portfolio? |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Core unit of competency**  **CUAWHS312 Apply work health and safety practices** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | In what ways have you implemented safe work practices? |  | **Yes** | **No** | | Explain how you have participated in hazard identification and risk assessment and control |  | **Yes** | **No** | | Describe how you follow emergency procedures |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Elective unit of competency**  **CUAACT311 Develop basic acting techniques for performance** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | What are some of the ways that you prepare for rehearsals and performances? |  | **Yes** | **No** | | How do you practice basic acting techniques? |  | **Yes** | **No** | | Explain how you rehearse and perform acting techniques |  | **Yes** | **No** | | How do you evaluate your own basic acting skills? |  | **Yes** | **No** |  Additional notes from conversation |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **CUACOS304 Develop and apply knowledge of costume** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | What are some of the sources you used to research information on costumes? |  | **Yes** | **No** | | How do you link research to costume design and production needs? |  | **Yes** | **No** | | Explain how you maintain and keep up to date with knowledge of costume trends |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Elective unit of competency**  **CUADAN313 Develop and apply dance partnering techniques** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe how you prepare and practice dance partnering techniques |  | **Yes** | **No** | | Explain how you rehearse and perform basic dance sequences with a partner |  | **Yes** | **No** | | How do you review performance and development of skills? |  | **Yes** | **No** |  Additional notes from conversation |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **CUADTM 311 Assist with dance teaching** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Describe how you prepare for dance tuition |  | **Yes** | **No** | | Outline how you conduct teaching of dance |  | **Yes** | **No** | | How do you review and evaluate the teaching session? |  |  |  |  Additional notes from conversation |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **CUAPRF314 Develop audition techniques** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you identify audition requirements and relevant people? |  | **Yes** | **No** | | Describe how you prepare and undertake live and digital auditions |  | **Yes** | **No** | | How do you follow up and review auditions? |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Elective unit of competency**  **CUAPRF317 Develop performance techniques** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you prepare for performances and perform basic acing techniques? |  | **Yes** | **No** | | Explain the techniques you use to prepare for rehearsals |  | **Yes** | **No** | | Explain how you review your performance |  | **Yes** | **No** |  Additional notes from conversation |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **CUASTA212 Assist with bump in and bump out of shows** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | What do you do to prepare for the physical transportation of equipment |  | **Yes** | **No** | | Explain your contribution to the bump in and bump out process |  | **Yes** | **No** | | How do you check and finalise activities? |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Elective unit of competency**  **CUASTA311 Assist with production of operations for live performances** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you analyse the production staging process? |  | **Yes** | **No** | | Describe how you prepare for live performances |  | **Yes** | **No** | | Explain how you assist with the production during and after performances including debriefs |  | **Yes** | **No** |  Additional notes from conversation |

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| | **Elective unit of competency**  **CUAVOS311 Use music and signing in performances** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you prepare to use voice in performances? |  | **Yes** | **No** | | Describe how you practice technical control and vocal range |  | **Yes** | **No** | | Explain how you practice playing rhythmic music on percussion instruments |  | **Yes** | **No** | | When have you performed in an ensemble and solo? |  |  |  |  Additional notes from conversation |

# SECTION D - Third Party (Referee) Verification Report

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CUA30220 Certificate III in Community dance, theatre and events** | | | | |
| **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: - 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 the Program from three (3) seasons of a Scout Gang Show, Showtime or equivalent |  |  |
| 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:   * Two (2) examples of when and how the candidate has worked with diverse individuals   + .   + . |  |  |
| 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: - CUAIND311 Work effectively in the creative arts industry**

**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 the Program from three (3) seasons of a Scout Gang Show, Showtime or equivalent |  |  |
| 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) example of how the candidate has effectively worked with the Director or Producer in developing and managing a Show   + . |  |  |
| 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: - CUAIND314 Plan a career in the creative arts industry**

**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 the Program from three (3) seasons of a Scout Gang Show, Showtime or equivalent |  |  |
| 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 written career plan, incorporating the results of self-analysis and feedback from others   + . * Copy of a contact list applicable to a career in the creative arts   + . * Copy of a skills portfolio developed 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: - CUAWHS312 Apply work, health and safety 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 the Program from three (3) seasons of a Scout Gang Show, Showtime or equivalent |  |  |
| 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:   * A copy of three (3) examples of when and how the candidate has:   + Identified and reported risks to physical and mental well being   + Delivered a WHS briefing   + Used personal protective equipment in a theatre 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: - CUAACT311 Develop basic acting techniques for performance**

**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 the Program from three (3) seasons of a Scout Gang Show, Showtime or equivalent |  |  |
| 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:   * Three (3) examples of the candidate performing in different items (e.g., photographs)   + .   + .   + . |  |  |
| 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: - Develop and apply knowledge of costume**

**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 the Program from three (3) seasons of a Scout Gang Show, Showtime or equivalent |  |  |
| 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:   * A copy of the sketches or designs for costumes that the candidate developed   + . |  |  |
| 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: - CUADAN313 Develop and apply dance partnering techniques**

**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 the Program from three (3) seasons of a Scout Gang Show, Showtime or equivalent |  |  |
| 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 two (2) dance sequences with a partner, developed by the candidate (e.g., photographs)   + .   + . |  |  |
| 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: - CUADTM411 Assist with dance teaching**

**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 the Program from three (3) seasons of a Scout Gang Show, Showtime or equivalent |  |  |
| 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 planned and taught three (3) different dance classes (e.g., photographs)   + .   + .   + . |  |  |
| 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: - CUAPRF314 Develop audition techniques**

**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 the Program from three (3) seasons of a Scout Gang Show, Showtime or equivalent |  |  |
| 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 planned and contributed to   + a live audition     - .   + an on-line audition     - . |  |  |
| 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: - CUAPRF317 Develop performance techniques**

**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 the Program from three (3) seasons of a Scout Gang Show, Showtime or equivalent |  |  |
| 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:   * Two (2) examples of the candidate demonstrating performance on stage   + .   + .   + . |  |  |
| 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: - CUASTA212 Assist with bump-in and bump-out of shows**

**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 the Program from three (3) seasons of a Scout Gang Show, Showtime or equivalent |  |  |
| 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 the candidate assisting with the packing, moving and setting up equip and sets for two (2) shows and returning equipment and sets to storage   + .   + . |  |  |
| 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: - CUASTA311 Assist with production operations for live performances**

**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 the Program from three (3) seasons of a Scout Gang Show, Showtime or equivalent |  |  |
| 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 that the candidate has been a senior member of the production team for two (2) different shows   + .   + . |  |  |
| 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: - CUAVOS311 Use music and singing in performance**

**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 the Program from three (3) seasons of a Scout Gang Show, Showtime or equivalent |  |  |
| 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 that the candidate used music and singing   + Solo performance   + Ensemble performance     - .     - . |  |  |
| 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  CUA30220 Certificate III in Community dance, theatre and events |

|  |  |  |  |
| --- | --- | --- | --- |
| **Candidate’s Name:** | |  | |
| **Unit/s of Competency Assessed** | | | **C or NYC** |
| **Core Units** | | | |
| BSBTWK301 | Use inclusive work practices | |  |
| CUAIND311 | Work effectively in the creative arts industry | |  |
| CUAIND314 | Plan a career in the creative arts industry | |  |
| CUAWHS312 | Apply work health and safety practices | |  |
| **ELECTIVES**  Candidates may choose other electives of their choice in accordance with the Packaging Rules | | | |
| CUAACT311 | Develop basic acting techniques for performance | |  |
| CUACOS304 | Develop and apply knowledge of costumes | |  |
| CUADAN313 | Develop and apply dance partnering techniques | |  |
| CUADTM311 | Assist with dance teaching | |  |
| CUAPRF314 | Develop audition techniques | |  |
| CUAPRF317 | Develop performance techniques | |  |
| CUASTA311 | Assist with production of live performances | |  |
| CUAVOS311 | Use music and singing in performance | |  |
| CUASTA212 | Assist with bump in and bump out of shows | |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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:** | |  | | |