

Scouts Australia Institute of Training

(SAIT) – RTO 5443

*RPL Assessment Tool Kit*

*SIS40619*

*Certificate IV in Outdoor Leadership*

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

Issued by Scouts Australia Institute of Training (SAIT)

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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 instruments 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 highly skilled outdoor recreation leaders who lead and supervise dependent participants in recreational activities according to activity plans, which they develop. These leaders are proficient in recreational activity techniques and have well-developed leadership skills to manage group participation, cohesion, operational logistics, risk and significant problems as they arise. While actions are limited by the parameters of plans, policies and procedures, they work with a considerable amount of autonomy. This qualification reflects the role of leaders who can work at or close to base but often work in remote areas distant from support. Communication systems may be unreliable and assistance from medical and emergency services may not be readily available. They are expected to make high level independent judgements about logistical, technical, safety and emergency response issues. This qualification provides a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Therefore, Scouting has identified that this qualification may relate to your role in Scouting.

# 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 twelve (12) units of competency.

|  |  |
| --- | --- |
| **Unit Code** | **Title** |
| **CORE** |
| HLTWHS003 | Maintain work health and safety |
| PUAOPE013 | Operate communication systems and equipment |
| SISOFLD002 | Minimise environmental impact |
| SISOPLN001 | Finalise operation of outdoor activities |
| SISOPLN002 | Plan outdoor activity sessions |
| SISOPLN004 | Identify hazards, assess and control risks for outdoor recreation activities |
| SISOPLN005 | Interpret weather and environmental conditions for outdoor recreation activities |
| SISORSC001 | Conduct search and rescue |
| SISXCAI006 | Facilitate groups |
| SISXCCS003 | Address client needs |
| SISXEMR002 | Coordinate emergency responses |
| SISXFAC001 | Maintain equipment for activities |

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

**Packaging Rules**

The Packaging Rules for this qualification are that twenty-seven (27) units of competency must be completed as follows:

* 12 core units plus
* 15 elective units, consisting of:
* all the units in any two Groups A to AH
* the remaining elective units can be selected from Groups A to AH, Group AI, **elsewhere in the SIS Training Package, or from any other current training package or accredited course**.

The selection of electives must be guided by the job outcome sought (i.e., Scouting related).

Electives which appear in italics have prerequisite units of competency, which are also listed within their appropriate group.

Elective units

|  |
| --- |
| Group A Abseiling, Natural Surfaces, Single pitch |
| SISOABS003 | Abseil single pitches, natural surfaces |
| SISOABS006 | Establish ropes for single pitch abseiling on natural surfaces |
| SISOABS009 | Lead single pitch abseiling activities on natural surfaces |
| SISOFLD006 | Navigate in tracked environments |
| SISORSC002 | Perform vertical rescues |
| Group B Abseiling, Natural Surfaces, Multi pitch |
| SISOABS004 | Abseil multi pitches, natural surfaces |
| SISOABS007 | Establish ropes for multi pitch abseiling on natural surfaces |
| SISOABS010 | Lead multi pitch abseiling activities on natural surfaces |
| SISOFLD006 | Navigate in tracked environments |
| SISORSC002 | Perform vertical rescues |
| SISORSC003 | Perform complex vertical rescues |
| Group C Bushwalking, Difficult Tracked Environments, Rivers |
| SISOBWG002 | Bushwalk in difficult tracked environments |
| SISOBWG004 | Cross rivers during bushwalks |
| SISOBWG006 | Lead bushwalks in difficult tracked environments |
| SISOFLD007 | Navigate in difficult tracked environments |
| Group D Bushwalking, Extremely Difficult Tracked and Untracked Environments |
| SISOBWG003 | Bushwalk in extremely difficult tracked and untracked environments |
| SISOBWG004 | Cross rivers during bushwalks |
| SISOBWG007 | Lead bushwalks in extremely difficult tracked and untracked environments |
| SISOFLD008 | Navigate in extremely difficult tracked and untracked environments |
| Group E Canyoning, Easy to Intermediate |
| SISOCAY001 | Traverse canyons |
| SISOCAY002 | Abseil in easy to intermediate canyons |
| SISOCAY004 | Establish ropes and belays for abseils in easy to intermediate canyons |
| SISOCAY006 | Lead canyoning activities, easy to intermediate canyons |
| SISOFLD007 | Navigate in difficult tracked environments |
| SISORSC002 | Perform vertical rescues |
| Group F Canyoning, Intermediate to Advanced |
| SISOCAY001 | Traverse canyons |
| SISOCAY003 | Abseil in intermediate to advanced canyons |
| SISOCAY005 | Establish ropes and belays for abseils in intermediate to advanced canyons |
| SISOCAY007 | Lead canyoning activities, intermediate to advanced canyons |
| SISOFLD007 | Navigate in difficult tracked environments |
| SISORSC002 | Perform vertical rescues |
| SISORSC003 | Perform complex vertical rescues |
| Group G Challenge Course, Low elements |
| SISOABL002 | Facilitate adventure-based learning activities |
| SISOCHC001 | Lead challenge course sessions, low elements |
| SISOCHC002 | Set up and supervise challenge course sessions, low elements |
| Group H Challenge Course, High elements |
| SISOABL002 | Facilitate adventure-based learning activities |
| SISOCHC003 | Lead challenge course sessions, high elements |
| SISOCHC004 | Set up and supervise challenge course sessions, high elements |
| Group I Climbing, Natural Surfaces, Top Rope |
| SISOCLM002 | Top rope climb single pitches, natural surfaces |
| SISOCLM006 | Establish belays for single pitch climbing on natural surfaces |
| SISOCLM009 | Lead single pitch climbing activities on natural surfaces, top rope climbing |
| SISOFLD006 | Navigate in tracked environments |
| SISORSC002 | Perform vertical rescues |
| Group J Climbing, Natural Surfaces, Lead, Single Pitch |
| SISOCLM003 | Lead climb single pitches, natural surfaces |
| SISOCLM006 | Establish belays for single pitch climbing on natural surfaces |
| SISOCLM010 | Lead single pitch climbing activities on natural surfaces, lead climbing |
| SISOFLD006 | Navigate in tracked environments |
| SISORSC002 | Perform vertical rescues |
| Group K Climbing, Natural Surfaces, Lead, Multi Pitch |
| SISOCLM004 | Lead climb multi pitches, natural surfaces |
| SISOCLM007 | Establish belays for multi pitch climbing on natural surfaces |
| SISOCLM011 | Lead multi pitch climbing activities on natural surfaces, lead climbing |
| SISOFLD007 | Navigate in difficult tracked environments |
| SISORSC002 | Perform vertical rescues |
| SISORSC003 | Perform complex vertical rescues |
| Group L Canoeing, Moving Water |
| SISOCNE002 | Paddle a canoe on inland flatwater |
| SISOCNE003 | Paddle a canoe on moving water up to grade 1 rivers |
| SISOCNE005 | Lead canoeing activities on inland flatwater |
| SISOCNE006 | Lead canoeing activities on moving water up to grade 1 rivers |
| SISOFLD006 | Navigate in tracked environments |
| Group M Canoeing, White Water |
| SISOCNE004 | Paddle a canoe on grade 2 rivers |
| SISOCNE007 | Lead canoeing activities on grade 2 rivers |
| SISOFLD006 | Navigate in tracked environments |
| SISORSC004 | Self rescue in white water |
| SISORSC005 | Rescue others in white water |
| Group N Caving |
| SISOCVE001 | Traverse caves |
| SISOCVE002 | Descend and ascend ladders in caves |
| SISOCVE003 | Abseil single pitches in caves |
| SISOCVE004 | Descend and ascend single ropes in caves |
| SISOCVE005 | Establish ropes, ladders and belays for caving |
| SISOCVE006 | Lead caving activities |
| SISORSC002 | Perform vertical rescues |
| SISORSC003 | Perform complex vertical rescues |
| Group O Cycle Touring, On Road |
| SISOCYT001 | Set up, maintain and repair bicycles |
| SISOCYT003 | Ride bicycles on roads, up to moderate terrain and heavy traffic |
| SISOCYT007 | Lead cycling activities on roads, up to moderate terrain and heavy traffic |
| TLIH3002 | Plan and navigate routes |

|  |
| --- |
| Group P Cycle Touring, Off Road Intermediate Trails |
| SISOCYT001 | Set up, maintain and repair bicycles |
| SISOCYT005 | Ride off road bicycles on intermediate trails |
| SISOCYT009 | Lead off road cycling activities on intermediate trails |
| SISOFLD007 | Navigate in difficult tracked environments |
| Group Q Four Wheel Driving |
| FWPCOT3260 | Recover four wheel drive vehicles |
| MSS024023 | Navigate in urban, regional and remote areas |
| SISODRV002 | Lead four wheel driving activities |
| TLIB0002 | Carry out vehicle inspection |
| TLIB2003 | Carry out vehicle servicing and maintenance |
| TLIC2025 | Operate four wheel drive vehicle |
| Group R Horse Trail Riding, Untracked |
| RGRPSH308 | Provide first aid and emergency care for horses or other equines |
| SISOEQU001 | Handle horses |
| SISOEQU002 | Ride horses using fundamental skills |
| SISOEQU004 | Ride horses on untracked trail rides |
| SISOEQU006 | Guide horse trail rides in untracked areas |
| SISOEQU010 | Identify hazards, assess and control safety risks for horse handling and riding activities |
| SISOEQU011 | Manage horse illness and injury in remote areas |
| SISOFLD008 | Navigate in extremely difficult tracked and untracked environments |
| Group S Horse Handling and Riding Instruction |
| SISOEQU001 | Handle horses |
| SISOEQU007 | Instruct horse handling skills |
| SISOEQU008 | Instruct fundamental horse riding skills |
| SISOEQU010 | Identify hazards, assess and control safety risks for horse handling and riding activities |
| Group T Horse Care |
| RGRPSH308 | Provide first aid and emergency care for horses or other equines |
| SISOEQU014 | Determine nutritional requirements for sport or recreational horses |
| ACMHBR310 | Prevent and treat equine injury and disease |
| Group U Kayaking, Moving Water |
| SISOFLD006 | Navigate in tracked environments |
| SISOKYK001 | Paddle a kayak on inland flatwater |
| SISOKYK002 | Paddle a kayak on moving water up to grade 1 rivers |
| SISOKYK005 | Lead kayaking activities on inland flatwater |
| SISOKYK006 | Lead kayaking activities on moving water up to grade 1 rivers |
| Group V Kayaking, White Water, Grade 2 Rivers |
| SISOFLD006 | Navigate in tracked environments |
| SISOKYK003 | Paddle a kayak on grade 2 rivers |
| SISOKYK007 | Lead kayaking activities on grade 2 rivers |
| SISORSC004 | Self rescue in white water |
| SISORSC005 | Rescue others in white water |
| Group W Sea Kayaking |
| SISOFLD005 | Navigate waterway courses |
| SISOKYS001 | Paddle a sea kayak in enclosed waters |
| SISOKYS002 | Paddle a sea kayak in sheltered coastal waters |
| SISOKYS004 | Lead sea kayaking activities in enclosed waters  |
| SISOKYS005 | Lead sea kayaking activities in sheltered coastal waters  |

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| Group X Sea Kayaking, Exposed Waters |
| MARO003 | Transmit and receive information by the global maritime distress and safety system |
| SISOFLD005 | Navigate waterway courses |
| SISOKYS003 | Paddle a sea kayak in exposed coastal waters |
| SISOKYS006 | Lead sea kayaking activities in exposed coastal waters  |
| Group Y Rafting, Grade 3 Rivers |
| SISOFLD006 | Navigate in tracked environments |
| SISORAF002 | Guide a raft on grade 3 rivers |
| SISORAF005 | Lead rafting activities on grade 3 rivers |
| SISORSC004 | Self rescue in white water |
| SISORSC005 | Rescue others in white water |
| SISORSC006 | Lead and participate in complex white water rescues |
| Group Z Rafting, Grade 4 Rivers |
| SISOFLD006 | Navigate in tracked environments |
| SISORAF003 | Guide a raft on grade 4 rivers |
| SISORAF006 | Lead rafting activities on grade 4 rivers |
| SISORSC004 | Self rescue in white water |
| SISORSC005 | Rescue others in white water |
| SISORSC006 | Lead and participate in complex white water rescues |
| Group AA Sailing Small Boats |
| MEM50010 | Respond to boating emergencies and incidents |
| SISOSAI002 | Sail small boats in partially smooth water and moderate to fresh wind conditions |
| SISOSAI003 | Sail small boats in open coastal waters and moderate wind conditions |
| SISOSAI005 | Lead sailing activities boats in partially smooth water and moderate to fresh wind conditions |
| SISOSAI006 | Lead sailing activities boats in open coastal waters and moderate wind conditions  |
| Group AB SCUBA Diving |
| SISOSCB001 | SCUBA dive in open water to a maximum depth of 18 metres |
| SISOSCB004 | Navigate prescribed routes underwater |
| SISOSCB006 | Perform diver rescues |
| SISOSCB010 | Lead SCUBA diving activities |
| Group AC SCUBA Specialist Diving |
| SISOSCB001 | SCUBA dive in open water to a maximum depth of 18 metres |
| SISOSCB003 | SCUBA dive at night |
| SISOSCB005 | Complete underwater search and recovery dives |
| SISOSCB009 | SCUBA dive to depths between 18 and 40 metres |
| SISOSCB011 | Lead specialised SCUBA diving activities |
| Group AD Ski Touring |
| SISOFLD008 | Navigate in extremely difficult tracked and untracked environments |
| SISOSKT002 | Ski on intermediate cross country terrain |
| SISOSKT003 | Use snow craft skills for alpine touring |
| SISOSKT005 | Lead skiing activities on intermediate cross country terrain |
| Group AE Surfing, Intermediate |
| SISORSC007 | Perform basic surf rescues |
| SISOSRF002 | Surf waves using intermediate manoeuvres |
| SISOSRF005 | Lead surfing activities, intermediate manoeuvres |
| Group AF Surfing, Advanced |
| SISORSC007 | Perform basic surf rescues |
| SISOSRF003 | Surf waves using advanced manoeuvres |
| SISOSRF006 | Lead surfing activities, advanced manoeuvres |
| Group AG Stand up Paddle Boarding, Surf |
| SISORSC007 | Perform basic surf rescues |
| SISOSUP002 | Paddle a stand up board in small waves |
| SISOSUP005 | Lead stand up paddle boarding activities on small waves  |
| Group AH Stand up Paddle Boarding Sheltered Coastal Waters |
| SISOSUP003 | Paddle a stand up board in sheltered coastal waters |
| SISOSUP006 | Lead stand up paddle boarding activities in sheltered coastal waters |
| Group AI General electives |
| BSBLDR403 | Lead team effectiveness  |
| BSBWOR404 | Develop work priorities |
| CHCCCS009 | Facilitate responsible behaviour |
| CHCCCS014 | Provide brief interventions |
| CHCPRT002 | Support the rights and safety of children and young people |
| CHCYTH001 | Engage respectfully with young people |
| CHCYTH004 | Respond to critical situations |
| FWPFGM3214 | Operate a four wheel drive in a towing situation |
| HLTAID003 | Provide first aid |
| MEM50008 | Carry out trip preparation and planning |
| MEM50009 | Safely operate a mechanically powered recreational boat |
| SISCAQU002 | Perform basic water rescues |
| SISCAQU007 | Perform advanced water rescues |
| SISOFLD003 | Select, set up and operate a temporary or overnight site |
| SISOFLD004 | Provide first aid in remote locations |
| SISOSCB002 | SCUBA dive from boats |
| SISOSCB007 | Inspect and fill SCUBA cylinders |
| SISOSCB008 | SCUBA dive using Enriched Air Nitrox |
| SISXCCS002 | Coordinate client service activities |
| SISXDIS001 | Facilitate inclusion for people with a disability |
| SISXDIS002 | Plan and conduct disability programs  |
| SISXHRM001 | Recruit and manage volunteers |
| SISXIND005 | Coordinate work teams or groups |
| SISXIND010 | Protect children and young people |
| SISXMGT001 | Develop and maintain stakeholder relationships |
| SITTGDE002 | Work as a guide |
| SITTGDE004 | Lead tour groups |
| SITTGDE005 | Prepare and present tour commentaries or activities |
| SITTGDE006 | Develop and maintain the general and regional knowledge required by guides |
| SITTGDE007 | Research and share general information on Australian Indigenous cultures |
| SITTGDE008 | Prepare specialised interpretive content on flora, fauna and landscape |
| SITTGDE009 | Prepare specialised interpretive content on marine environments |
| SITTGDE010 | Prepare specialised interpretive content on cultural and heritage environments |
| SITTGDE011 | Coordinate and operate tours |
| SITTGDE012 | Manage extended touring programs |
| SITTPPD002 | Develop interpretive activities |
| SITTTOP002 | Provide outdoor catering |
| SITXCOM002 | Show social and cultural sensitivity |
| SITXFSA001 | Use hygienic practices for food safety |
| SITXFSA002 | Participate in safe food handling practices |
| TAEASS401 | Plan assessment activities and processes |
| TAEASS402 | Assess competence |
| TAEASS403 | Participate in assessment validation |
| TAEASS502 | Design and develop assessment tools |
| TAEDEL301 | Provide work skill instruction |
| TLIB2008 | Carry out inspection of trailers |
| TLIB2119 | Carry out maintenance of trailers |

# 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 very 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 maintain WHS during activities
 |  |  |  |  |  |  |
| 1. I know how to operate communications systems and equipment
 |  |  |  |  |  |  |
| 1. I have minimised environmental impact during activities
 |  |  |  |  |  |  |
| 1. I have finalised outdoor recreation activities
 |  |  |  |  |  |  |
| 1. I have planned activity sessions.
 |  |  |  |  |  |  |
| 1. I have identified hazards, assessed and controlled risks for outdoor recreation activities
 |  |  |  |  |  |  |
| 1. I know how to interpret weather and environmental conditions for outdoor recreation
 |  |  |  |  |  |  |
| 1. I have conducted search and rescue
 |  |  |  |  |  |  |
| 1. I have facilitated groups
 |  |  |  |  |  |  |
| 1. I have addressed client needs
 |  |  |  |  |  |  |
| 1. I know how to coordinate emergency services
 |  |  |  |  |  |  |
| 1. I know how to maintain equipment for activities
 |  |  |  |  |  |  |
| **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****HLTWHS003 Maintain work health and safety** |
| --- |

|  |  |
| --- | --- |
| **Questions and Candidate’s Responses** | **Assessor** |
| **Competency Achieved** |
| Explain how you contribute to workplace procedures for identifying hazards and controlling risks |  | **Yes** | **No** |
| How do you implement policies and procedures into work team processes? |  | **Yes** | **No** |
| Outline how you would support consultation, cooperation and communications |  | **Yes** | **No** |

Additional notes from conversation |
|  |

|

| **Core unit of competency****PUAOPE013 Operate communications systems and equipment** |
| --- |

|  |  |
| --- | --- |
| **Questions and Candidate’s Responses** | **Assessor** |
| **Competency Achieved** |
| Explain how you would use communications systems and equipment |  | **Yes** | **No** |
| Describe how you transmit and receive communications |  | **Yes** | **No** |
| Outline how you maintain communications equipment |  | **Yes** | **No** |

Additional notes from conversation |

|

| **Core unit of competency****SISOFLD002 Minimise environmental impact** |
| --- |

|  |  |
| --- | --- |
| **Questions and Candidate’s Responses** | **Assessor** |
| **Competency Achieved** |
| Describe how you would determine environmental impacts of outdoor activities |  | **Yes** | **No** |
| Explain how you could communicate minimal impact practices to participants |  | **Yes** | **No** |
| How do you conduct activities with minimal impact? |  | **Yes** | **No** |

Additional notes from conversation |
|

| **Core unit of competency****SISOPLN001 Finalise operation of outdoor recreation activities** |
| --- |

|  |  |
| --- | --- |
| **Questions and Candidate’s Responses** | **Assessor** |
| **Competency Achieved** |
| How do you confirm operational details for activities? |  | **Yes** | **No** |
| Explain how you prepare and pack equipment for activities |  | **Yes** | **No** |

Additional notes from conversation |

|

| **Core unit of competency****SISOPLN002 Plan outdoor activity sessions** |
| --- |

|  |  |
| --- | --- |
| **Questions and Candidate’s Responses** | **Assessor** |
| **Competency Achieved** |
| Describe how you identify the needs and expectations of participants |  | **Yes** | **No** |
| Explain how you plan activity sessions |  | **Yes** | **No** |
| How do you coordinate activity resources including activity documentation and briefing of participants? |  | **Yes** | **No** |
| Outline how you would evaluate the effectiveness of activity sessions |  | **Yes** | **No** |

Additional notes from conversation |

|

| **Core unit of competency****SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities** |
| --- |

|  |  |
| --- | --- |
| **Questions and Candidate’s Responses** | **Assessor** |
| **Competency Achieved** |
| How do identify hazards for outdoor recreation activities? |  | **Yes** | **No** |
| Explain how you assess risks in respect to hazards and participants |  | **Yes** | **No** |
| What are some techniques that you use to plan activities to eliminate or control risks? |  | **Yes** | **No** |

Additional notes from conversation |

|

| **Core unit of competency****SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities** |
| --- |

|  |  |
| --- | --- |
| **Questions and Candidate’s Responses** | **Assessor** |
| **Competency Achieved** |
| How do you obtain and interpret information from a weather map? |  | **Yes** | **No** |
| Explain how you interpret information about the weather conditions for your region |  | **Yes** | **No** |
| Describe how you could obtain and interpret information about environmental events |  | **Yes** | **No** |
| Outline how you would plan activities according to weather and environmental conditions |  | **Yes** | **No** |
| How would you interpret weather in the field? |  | **Yes** | **No** |

Additional notes from conversation |

|

| **Core unit of competency****SISORSC001 Conduct search and rescue** |
| --- |

|  |  |
| --- | --- |
| **Questions and Candidate’s Responses** | **Assessor** |
| **Competency Achieved** |
| Explain how you assess the situation and make plans |  | **Yes** | **No** |
| Describe how you would conduct a search |  | **Yes** | **No** |
| Outline how you would conduct a rescue |  | **Yes** | **No** |
| Explain how you would seek outside assistance |  | **Yes** | **No** |
| Explain how you would debrief and complete reports |  | **Yes** | **No** |

Additional notes from conversation |
|

| **Core unit of competency****SISXCAI006 Facilitate groups** |
| --- |

|  |  |
| --- | --- |
| **Questions and Candidate’s Responses** | **Assessor** |
| **Competency Achieved** |
| Describe how you plan the establishment of a group or team |  | **Yes** | **No** |
| Explain how you develop group commitment and cooperation |  | **Yes** | **No** |
| Outline how you facilitate group processes and performance |  | **Yes** | **No** |

Additional notes from conversation |

|

| **Core unit of competency****SISXCCS003 Address client needs** |
| --- |

|  |  |
| --- | --- |
| **Questions and Candidate’s Responses** | **Assessor** |
| **Competency Achieved** |
| How do you identify client needs? |  | **Yes** | **No** |
| Explain how you would recommend services |  | **Yes** | **No** |
| Describe how you could customise and confirm services |  | **Yes** | **No** |

Additional notes from conversation |

|

| **Core unit of competency****SISXEMR002 Coordinate emergency responses** |
| --- |

|  |  |
| --- | --- |
| **Questions and Candidate’s Responses** | **Assessor** |
| **Competency Achieved** |
| How do you coordinate a response to an emergency report? |  | **Yes** | **No** |
| Describe how you would assess the emergency |  | **Yes** | **No** |
| Outline how you would coordinate the response including liaising with authorities |  | **Yes** | **No** |
| Explain how you would finalise operational procedures |  | **Yes** | **No** |

Additional notes from conversation |

|

| **Core unit of competency****SISXFAC001 Maintain equipment for activities** |
| --- |

|  |  |
| --- | --- |
| **Questions and Candidate’s Responses** | **Assessor** |
| **Competency Achieved** |
| Explain how you would perform equipment maintenance |  | **Yes** | **No** |
| Describe how you conduct equipment repairs |  | **Yes** | **No** |
| How do you store equipment to maintain it in a serviceable condition? |  | **Yes** | **No** |

Additional notes from conversation |

# SECTION D - Third Party (Referee) Verification Report

|  |
| --- |
| **SISO40619 Certificate IV in Outdoor Leadership** |
| **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 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 – Assessment Instruments and Assessor’s 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 is to 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: - HLTWHS003 Maintain work health and safety**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of an up-to-date activities log |  |  |
| 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:* Conducted a workplace risk assessment and recorded the results
	+ .
* Conducted a WHS consultation with two (2) workers
	+ .
	+ .
 |  |  |
| Completed RPL Tool Kit (if applicable) |  |  |
| Completed the appropriate ‘on demand’ learning modules |  |  |
| **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: - PUAOPE013 Operate communications systems and equipment**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of an up-to-date activities log |  |  |
| 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:* Made verbal transmissions on three (3) different pieces of communication equipment, following all WHS requirements, organisational procedures and correct radio protocols
	+ .
	+ .
	+ .
 |  |  |
| Completed RPL Tool Kit (if applicable) |  |  |
| Completed the appropriate ‘on demand’ learning modules |  |  |
| **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: - SISOFLD002 Minimise environmental impact**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of an up-to-date activities log |  |  |
| 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:* Copy of a written brief or report on potential causes and consequences of environmental damage as they relate to two (2) different types of outdoor Scouting activities
	+ .
	+ .
* Evidence of interaction with different groups during the delivery of three (3) activities promoting environmental practices, that ensures compliance with organisational plans, practices and the Scouts Australia Environmental Charter
	+ .
	+ .
	+ .
 |  |  |
| Completed RPL Tool Kit (if applicable) |  |  |
| Completed the appropriate ‘on demand’ learning modules |  |  |
| **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: - SISOPLN001 Finalise operation of outdoor activities**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of an up-to-date activities log |  |  |
| 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:* Copy of the final plan for three (3) different activity sessions covering the operational logistics according to the predetermined activity plans
	+ .
	+ .
	+ .
* Evidence from each of the three (3) activities that a pre-departure safety and serviceability check has been undertaken covering activity and personnel equipment, first aid equipment, rescue equipment and communications equipment
	+ .
	+ .
	+ .
* Evidence of adjustment to two (2) of the planned activities after evaluating; participant characteristics and associated risks, and current weather and other environmental information and associated risks
	+ .
	+ .
 |  |  |
| Completed RPL Tool Kit (if applicable) |  |  |
| Completed the appropriate ‘on demand’ learning modules |  |  |
| **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: - SISOPLN002 Plan outdoor activity sessions**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of an up-to-date activities log |  |  |
| 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:* Copy of a plan for three (3) different outdoor sessions tailored to the needs of three (3) different groups, that covers the activity plan, risk assessment and participant profiles
	+ .
	+ .
	+ .
* Copy of evaluations from two (2) of the sessions including how to modify aspects for future sessions
	+ .
	+ .
 |  |  |
| Completed RPL Tool Kit (if applicable) |  |  |
| Completed the appropriate ‘on demand’ learning modules |  |  |
| **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: - SISOPLN004 Identify hazards, assess and control risks for outdoor recreation activities**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of an up-to-date activities log |  |  |
| 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:* Copy of three (3) risk assessments for different activities sessions
	+ .
	+ .
	+ .
 |  |  |
| Completed RPL Tool Kit (if applicable) |  |  |
| Completed the appropriate ‘on demand’ learning modules |  |  |
| **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: - SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of an up-to-date activities log |  |  |
| 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:* Copy of the written brief that interprets the weather and environmental conditions for the operation of three (3) activity sessions
	+ .
	+ .
	+ .
* Copy of the updated brief that revaluates the weather and/or environmental conditions for two (2) of the above activities whilst in the field
	+ .
	+ .
 |  |  |
| Completed RPL Tool Kit (if applicable) |  |  |
| Completed the appropriate ‘on demand’ learning modules |  |  |
| **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: - SISORSC001 Conduct search and rescue**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of an up-to-date activities log |  |  |
| 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:* Complete two (2) simulated searches for lost parties for a land or water-based environment
	+ .
	+ .
* Complete two (2) simulated rescues using methods and equipment appropriate to the circumstances
	+ .
	+ .
* Evidence of participation in a debrief and complete a Scouting Incident Report for one of the searches or rescues
	+ .
 |  |  |
| Completed RPL Tool Kit (if applicable) |  |  |
| Completed the appropriate ‘on demand’ learning modules |  |  |
| **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: - SISXCAI006 Facilitate groups**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of an up-to-date activities log |  |  |
| 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:* Evidence that the candidate has facilitated at least three (3) groups to develop strategies to resolve problems or issues
	+ .
	+ .
	+ .
 |  |  |
| Completed RPL Tool Kit (if applicable) |  |  |
| Completed the appropriate ‘on demand’ learning modules |  |  |
| **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: - SISXCCS003 Address client needs**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of an up-to-date activities log |  |  |
| 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:* Evidence of providing client services to meet Scouting expectations for three (3) of the following; general assistance, special requests, fitness programs, recreational activities, aquatics based programs or sport based programs
	+ .
	+ .
	+ .
 |  |  |
| Completed RPL Tool Kit (if applicable) |  |  |
| Completed the appropriate ‘on demand’ learning modules |  |  |
| **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: - SISXEMR002 Coordinate emergency responses**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of an up-to-date activities log |  |  |
| 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:* Evidence that the candidate has identified and assessed at least five (5) of the following emergency situations and coordinated the appropriate response; fire, hazardous release, bomb threat, medical, accidents, panic and other emotional responses, equipment failure, lost party member, changing environmental conditions or other specific emergency activity
	+ .
	+ .
	+ .
	+ .
	+ .
* Two (2) of the above situations must include an assessment that identifies possible escalation and appropriate responses for each
	+ .
	+ .
 |  |  |
| Completed RPL Tool Kit (if applicable) |  |  |
| Completed the appropriate ‘on demand’ learning modules |  |  |
| **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: - SISXFAC001 Maintain equipment for activities**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Copy of an up-to-date activities log |  |  |
| 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:* Evidence that the participant has safely conducted six (6) of the following minor maintenance tasks on equipment over five (5) service periods; cleaning, lubricating, reinflating, checking for damage, restocking or refiling, repairing, recalibrating or storing
	+ .
	+ .
	+ .
	+ .
	+ .
	+ .
 |  |  |
| Completed RPL Tool Kit (if applicable) |  |  |
| Completed the appropriate ‘on demand’ learning modules |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

|  |  |
| --- | --- |
|  | Scouts Australia Institute of TrainingRTO 5443Assessment SummarySIS40619 – Certificate IV in Outdoor Leadership |

|  |  |
| --- | --- |
| **Candidate’s Name:** |  |
| **Unit/s of Competency Assessed** | **C or NYC** |
| **Core Units** |
| HLTWHS003 | Maintain work health and safety |  |
| PUAOPE013 | Operate communication systems and equipment |  |
| SISOFLD002 | Minimise environmental impact |  |
| SISOPLN001 | Finalise operation of outdoor recreation activities |  |
| SISOPLN002 | Plan outdoor activity sessions |  |
| SISOPLN004 | Identify hazards, assess and control risks for outdoor recreation activities |  |
| SISOPLN005 | Interpret weather and environmental conditions for outdoor recreation activities |  |
| SISORSC001 | Conduct search and rescue |  |
| SISXCAI006 | Facilitate groups |  |
| SISXCCS003 | Address client needs |  |
| SISXEMR002 | Coordinate emergency responses |  |
| SISXFAC001 | Maintain equipment for activities |  |
| **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:** |  |