

## **Recognition of Prior Learning**

# **Candidate and Assessor RPL Assessment Information and Procedures**

**These instructions must be read in conjunction with the documents titled *“RPL Assessment Tools”***

Issued by Scouts Australia Institute of Training (SAIT)

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This document supersedes both:

- SAIT Candidate Information Guidelines (last issued as Edition 5.0 in January 2023).
- SAIT Instructions for RPL Assessment Tools (last issued as Version 2.1 on 1 May 2024).

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Scouts Australia Institute of Training (SAIT) – Enterprise Registered Training Organisation No 5443

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# Part 1 – General Information and Guidelines

## 1 The Scouts Australia Institute of Training

1. The Scouts Australia Institute of Training (SAIT) is an Enterprise Registered Training Organisation (No. 5443) and has its registered office at Level 1, Scouts Australia House, 8 Help Street, Chatswood NSW 2067 (National Office).
  
2. Registered Training Organisations (RTO) such as SAIT, TAFE and around 4,000 other RTOs provide tertiary qualifications recognised within the Australian Qualifications Framework. SAIT was first established as a Registered Training Organisation in August 1996 and seeks, as its primary purpose, to provide members of Scouts Australia, who have completed the relevant Youth programs or Adult Training & Development programs, with the ability to seek externally accredited qualifications.
  - For more detailed information about the VET qualifications offered by SAIT and other RTOs visit the National Training Information Service website
    - <https://training.gov.au/Organisation/Details/5443>
  
  - The Australian Qualifications Framework website provides generic information about the range of accredited qualifications.
    - <https://www.aqf.edu.au/framework/aqf-qualifications>

### 1.1 Quality assurance

3. Leadership, governance and management of SAIT is provided by volunteers with Scouts Australia, national and branch appointments. These volunteers are members of the SAIT Committee which reports to the National Operations Committee (NOC).
  
4. SAIT is committed to upholding the legislative requirements as an RTO, and in particular to comply with all components of Vocational Educational and Training (VET) Quality Framework:
  - Standards of Registered Training Organisations 2015.
  - Fit and Proper Person Requirements 2011.
  - Australian Qualifications Framework (AQF).

## 1.2 Scope

5. Qualifications and Skill Sets that SAIT is registered to assess include:

### Qualifications

CUA20220 Certificate II in Creative Industries	CUA30220 Certificate III in Community Dance, Theatre and Events			
CHC24015 Certificate II in Active Volunteering	CHC34015 Certificate III in Active Volunteering	CHC44015 Certificate IV in Coordination of Volunteer Programs		
SIS20419 Certificate II in Outdoor Recreation	SIS30619 Certificate III in Outdoor Leadership	SIS40621 Certificate IV in Outdoor Leadership	SIS50421 Diploma of Outdoor Leadership	
BSB20120 Certificate II in Workplace Skills	BSB30120 Certificate III in Business	BSB40520 Certificate IV in Leadership and Management	BSB50420 Diploma of Leadership and Management	BSB60420 Advanced Diploma of Leadership and Management
		BSB40920 Certificate IV in Project Management Practice	BSB50820 Diploma of Project Management	BSB60720 Advanced Diploma of Program Management

## Skill Sets

BSBSS00117 Diversity & Inclusion	CHCSS00146 Working in a child safe environment	HLTINFCOV001 Comply with infection prevention and control policies and procedures
SISSS00120 Alpine Activity Leader	SISSS00121 Artificial Abseiling	SISSS00122 Artificial Climbing
SIS00123 Challenge Course Leader	SISSS00126 Wilderness first aid	TAESS00029 Volunteer Trainer delivery
TAESS00030 Volunteer Trainer delivery and assessment contribution		

## Statements of Attainment

<b>Training &amp; Assessment</b> – several units of competency	
<b>Bushwalking</b> - Tracked, Difficult tracked and Untracked environments	
<b>Alpine</b> – Cross country skiing and Snow shoeing	
<b>Cycling</b> – On road and Off road	
<b>Vertical</b> – Abseiling, Canyoning, Caving, Climbing	
<b>Aquatics</b> – Canoeing, Kayaking, Stand up paddle, Windsurfing, Sailing, Snorkelling, Surfing, Power boating, Personal watercraft, Scuba	
<b>Four-wheel driving</b>	<b>Archery</b>
<b>Fishing</b>	<b>Challenge Ropes</b>
<b>Horse riding</b>	

6. See Appendix 3 to the NAAF for details of Adventurous Activity groupings.

## 2 Learning

7. Members of Scouts Australia participate in experiential learning which is also described as learning by doing or “hands-on” learning. This learning is achieved by engaging in activities which are embedded in the youth program, adult training, participating in events and other opportunities, assisting in the operations and structure of Scouting. After gaining the appropriate experience and knowledge through the relevant award scheme and training program, participants can enrol with the Scouts Australia Institute of Training to complete either a partial or full Qualification.
  
8. Some examples of learning which contributes evidence towards a qualification include:
  - **Venturer Scouts** documenting their involvement in their Venturer Unit as part of the youth program, develop a portfolio which forms the base of evidence towards partial or full qualifications in Volunteering, Business, Outdoor Recreation and Performing Arts.
  
  - **Rover Scouts** may follow learning pathways that are either or both within the youth program or adult training.
  
  - **Adult members**, as defined in National Policy and Rules and includes paid staff, having followed the relevant training programs should be able to present a portfolio of evidence for assessment against partial or full qualifications in Business, Leadership and Management, Volunteering, Project Management, Performing Arts and Outdoor Leadership.

### 2.1 Self-Directed Learning

9. SAIT has a large range of Qualifications, Skill Sets and Units of Competency on scope that any youth or adult member over 14 years old can complete based on the evidence that they already have. However, people do not always have the relevant experience for the education outcomes that they want to achieve. The Scouts Australia youth program develops the ability for individuals to Plan>Do>Review> activities and projects that interest them. Self-directed learning uses the same process to achieve education outcomes and can be done as a part of the youth program or as an adult volunteer.

<b>Plan&gt;</b>	<ul style="list-style-type: none"><li>• Select a qualification or partial qualification.</li><li>• Plan to participate, assist or lead activities that provide evidence towards the relevant assessment criteria.</li></ul>
<b>Do&gt;</b>	<ul style="list-style-type: none"><li>• Actively engage in learning by participating in the identified activities and roles.</li><li>• Develop a portfolio of evidence that demonstrates what you have been doing.</li></ul>
<b>Review&gt;</b>	<ul style="list-style-type: none"><li>• Use your portfolio of evidence from the experiences and learning to undertake an assessment.</li><li>• Complete the qualification or partial qualification.</li></ul>



## 2.2 Scouting Pathways

10. Scouting pathways may contribute to you acquiring knowledge and skills which may assist you in developing your portfolio of evidence for assessment to achieve VET qualifications through an RPL process with SAIT. These have been included in each RPL Assessment Tool covering a qualification. The pathways have been drawn from the:

- Relevant qualifications in 'training.gov.au'.
- Approved SAIT 'Learning and Assessment Strategies'.
- Standards for RTOs for 'volume of learning'.

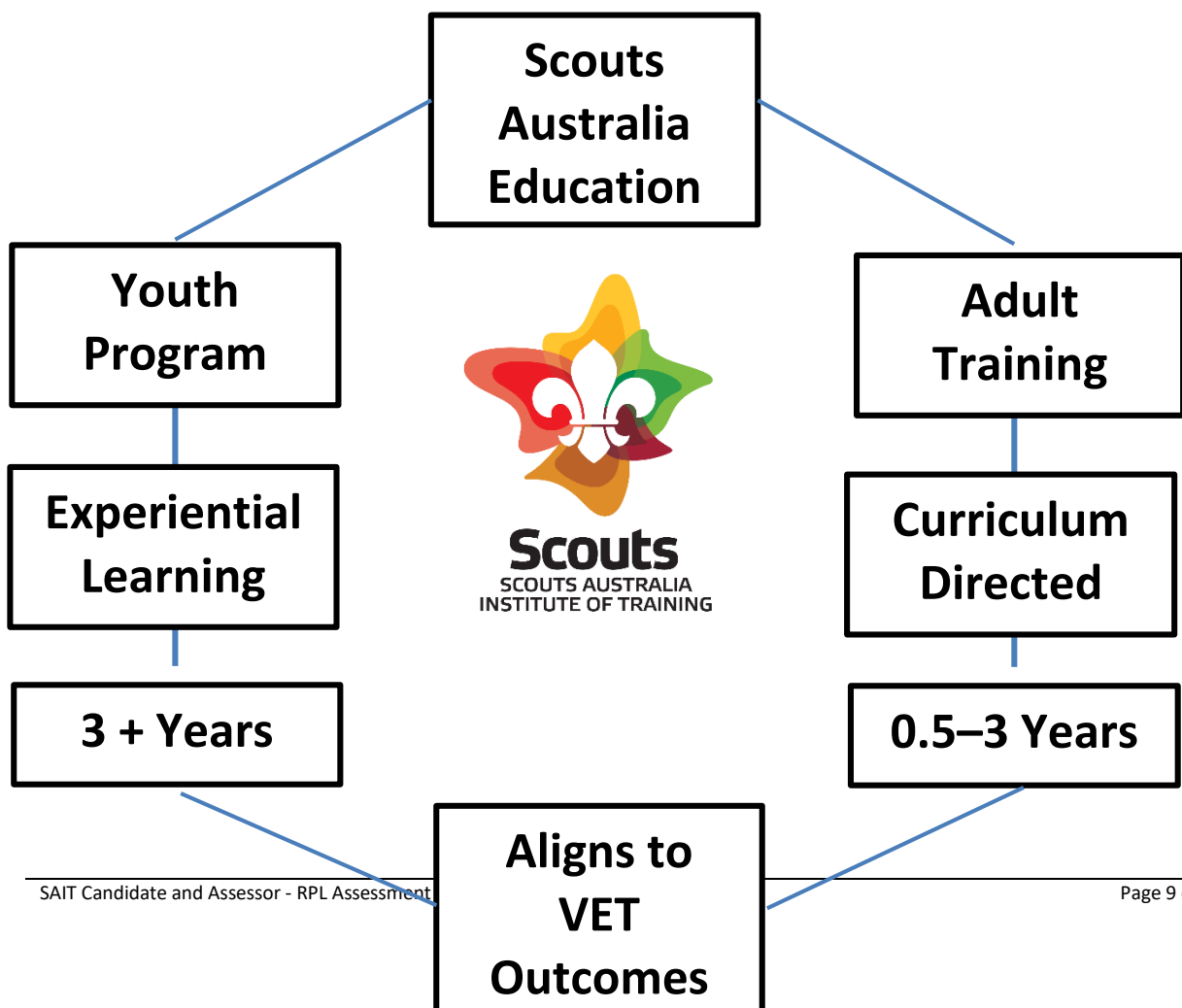
11. Your Assessor will request evidence based on the specific assessment requirements detailed in the Assessment Tool and units of competency in which you are enrolled. An overview of qualifications and skill sets when you are planning your self-directed learning can be found in:

- The appropriate RPL Assessment Tool - [SAIT Documents - SAIT - All Documents \(sharepoint.com\)](#)
- Assessment requirements for the relevant units of competency located in 'training.gov.au'.

12. It is the responsibility of your Assessor to ensure that the Principles of Assessment and Rules of Evidence are observed as follows:

- Principles of Assessment; Fairness, Flexibility, Validity, Reliability
- Rules of Evidence; Validity, Sufficiency, Authenticity, Currency.

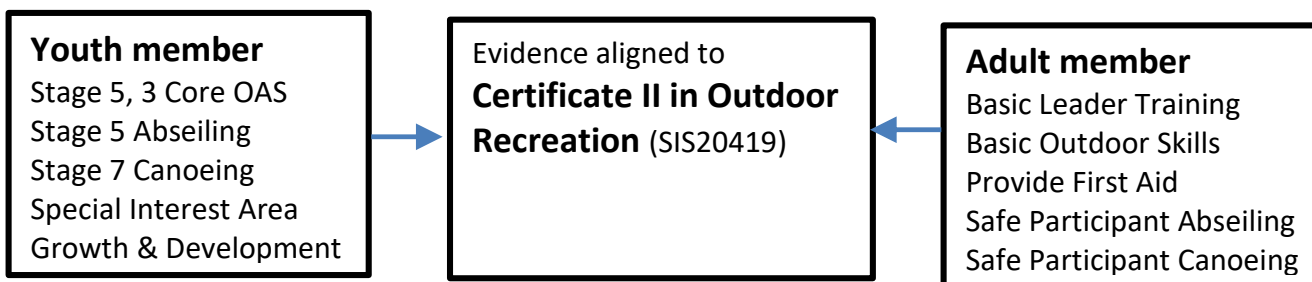
13. The following gives an overview of typical learning pathways in Scouting.



## Example 1



## Example 2



Note: There are many other examples using other qualifications and range of Scouting pathways providing different options within each qualification.

## 3 Enrolment

14. After undertaking learning through either the youth program, adult training or self-directed learning, in order to be assessed and have your learning recognised with a qualification or partial qualification you must be enrolled in that qualification with SAIT.

### 3.1 Qualification Information

15. SAIT has a collection of pages on the Scouts Australia website that provide you with information about the available qualifications. (<https://scouts.com.au/sait>).

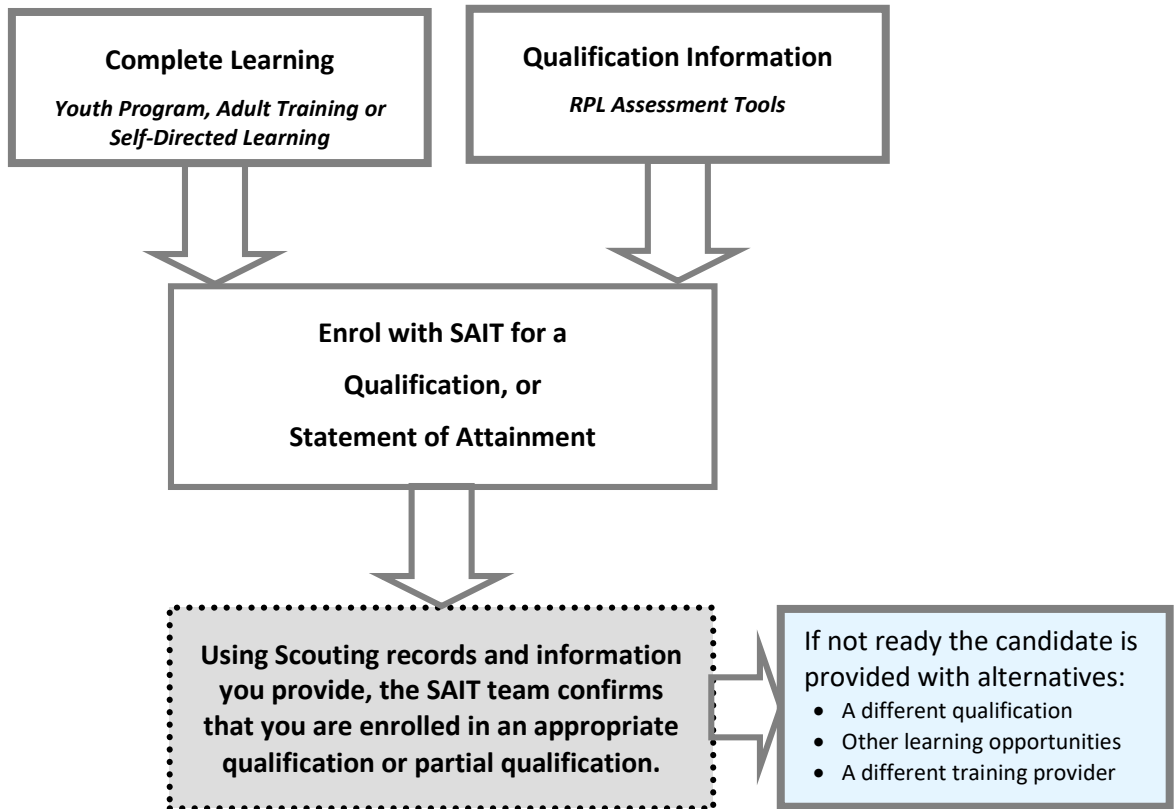
16. These pages include:

- Generalised qualification information on the webpage.
- Downloadable PDF information booklets.
- Downloadable RPL Assessment Tools.
- VET for School information (Certificate II qualifications).

### 3.2 Eligibility

17. SAIT is registered to "assess only" in the qualifications specified within its scope. SAIT achieves this because you take responsibility to:

- Complete learning that is relevant to the qualifications.
- Have reviewed the qualification information.
- Enrol into a relevant qualification or partial qualification.



### 3.3 Terms of Enrolment

18. You are to:

- Follow the outlined Learning, Enrolment and Assessment processes.
- Understand their rights and responsibilities as outlined in this document.
- Understand relevant privacy and provision of information for undertaking tertiary education with SAIT.

### 3.4 Unique Student Identifier (USI)

19. Every person undertaking tertiary education within the Australian Qualifications Framework, is required to provide their USI reference number when enrolling. USI numbers ensure that nationally consistent data is accurately captured, reported and analysed for tertiary education throughout Australia.

20. For more information about the USI Registry System and to create a USI Reference number please visit: [www.usi.gov.au](http://www.usi.gov.au)

### 3.5 National Centre for Vocational Education Research (NCVER)

21. Under the *Data Provision Requirements 2012*, SAIT is required to collect personal information about you and to disclose that personal information to the NCVER.

22. Your personal information (including the personal information contained on this enrolment form), may be used or disclosed by SAIT for statistical, administrative, regulatory and research purposes. SAIT may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and NCVER.
  - Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:
    - Populating authenticated VET transcripts.
    - Facilitating statistics and research relating to education, including surveys and data linkage.
    - Pre-populating RTO student enrolment forms.
    - Understanding how the VET market operates, for policy, workforce planning and consumer information.
    - Administering VET, including program administration, regulation, monitoring and evaluation.
23. You may receive a student survey which may be administered by a government department or NCVER employee, agent or third-party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.
24. NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at [www.ncver.edu.au](http://www.ncver.edu.au)).

### 3.6 Candidate's Information

25. You have a responsibility to provide all information honestly and accurately. It is your responsibility to provide updates to SAIT of any changes of personal details as and when they occur as they pertain to the enrolment.
- Any occurrences where the information provided is found to have breached this principle will in the first instance be referred to you for further information/response.
  - Where the information is found to be misleading or fraudulent your enrolment shall be terminated.

### 3.7 Privacy and Sharing Information

26. The Australian Privacy Act 1988 (Cth) and the associated Australian Privacy Principles, regulates how private sector entities collect, use, disclose and otherwise handle personal information. To protect privacy while providing members of Scouting with a trouble-free experience, Scouts Australia and the related Branch entities have a data and information sharing agreement.
27. Further information is available in the Scouts Australia Privacy Policy which can be found at <https://scouts.com.au/members/key-resources/>

## 4 Assessment

28. After you are enrolled with SAIT an appropriate Assessor will be allocated to assess the evidence that you provide. Assessments will be conducted in a flexible manner and according to the principles of assessment specified in the Standards for Registered Training Organisations as follows:
- Reflecting the Candidate's needs.
  - Assessing competencies you hold no matter how or where they have been acquired.

- Drawing from a range of assessment methods and using those appropriate to the context, the unit of competency and associated assessment requirements.

#### **4.1 Recognition of Prior Learning**

29. RPL is the assessment of skills and knowledge obtained through learning achieved outside of a specified training program for the particular qualification. Learning may include work and life experience including paid and volunteer work and skills attained through leisure pursuits such as musical, recreation or other activities. RPL recognises any prior knowledge and experience and measures it against the qualification in which you are enrolled.

#### **4.2 Units of Competency**

30. You can be assessed against one or more units of competency. Each industry recognised qualification or skill set specifies required core units of competency and additional requirements for any elective units of competency. When you are being assessed to complete a qualification, it is the standard specified in the related units of competency that you are being assessed against.
31. Units of competency are publicly available on the national register of vocational education and training, (training.gov.au). Each unit of competency is divided into several elements which define the essential outcomes. Each of these elements is further broken down into a set of performance criteria which give a more detailed description of the skills and knowledge you need to be able to demonstrate. The assessment requirements are detailed under performance evidence and knowledge evidence.
- Reading the elements and performance criteria of a unit of competency will inform you of what you need to know and what you need to be able to do. This can greatly assist in planning self-directed learning.
  - The performance evidence can be used to self-assess, noting when you have performed those tasks and identifying any evidence that you can provide to your assessor to demonstrate that you have performed those tasks.
  - The knowledge evidence can also be used to self-assess and confirm that you can answer questions that may be asked to provide evidence of your knowledge.

#### **4.3 Where does Assessment take place?**

32. Assessment is based on the provision of a Portfolio of Evidence. Often the assessment will take place in a “desk-top’ environment where the portfolio of evidence you have provided will be checked against the standards specified in the relevant Assessment Tool and units of competency. In cases where the assessment relates to a technical competency this assessment may require demonstrating the skills to an appropriately qualified person (e.g. demonstrating competency in abseiling). Where further details are required, the use of a “Professional Conversation” may be used to cross validate or seek additional information.

#### **4.4 When will Assessment happen?**

33. Assessments are conducted by nationally appointed Assessors, who are all volunteer members of Scouts Australia. They will use the evidence you provide to make an assessment decision. If you have not heard from an Assessor within 14 days you’re your enrolment, please use the following link <https://scouts.com.au/members/sait/enquire>.

34. It is quite common in RPL assessments that after an initial assessment, your assessor will ask you for more evidence. This ensures that the evidence demonstrates current application of the specified skills and knowledge within the relevant units of competency.

- After receiving all of the evidence, plus any additional requested evidence the assessor will complete their assessment which may also involve moderating their assessment decision with another assessor.
- Once an assessment is complete the Branch Commissioner for Vocational Education and Training (BC VET) conducts a quality review.
- After the quality review the BC VET or Branch training administration finalises the issuance of the Qualification certificate or Statement of Attainment, as appropriate.

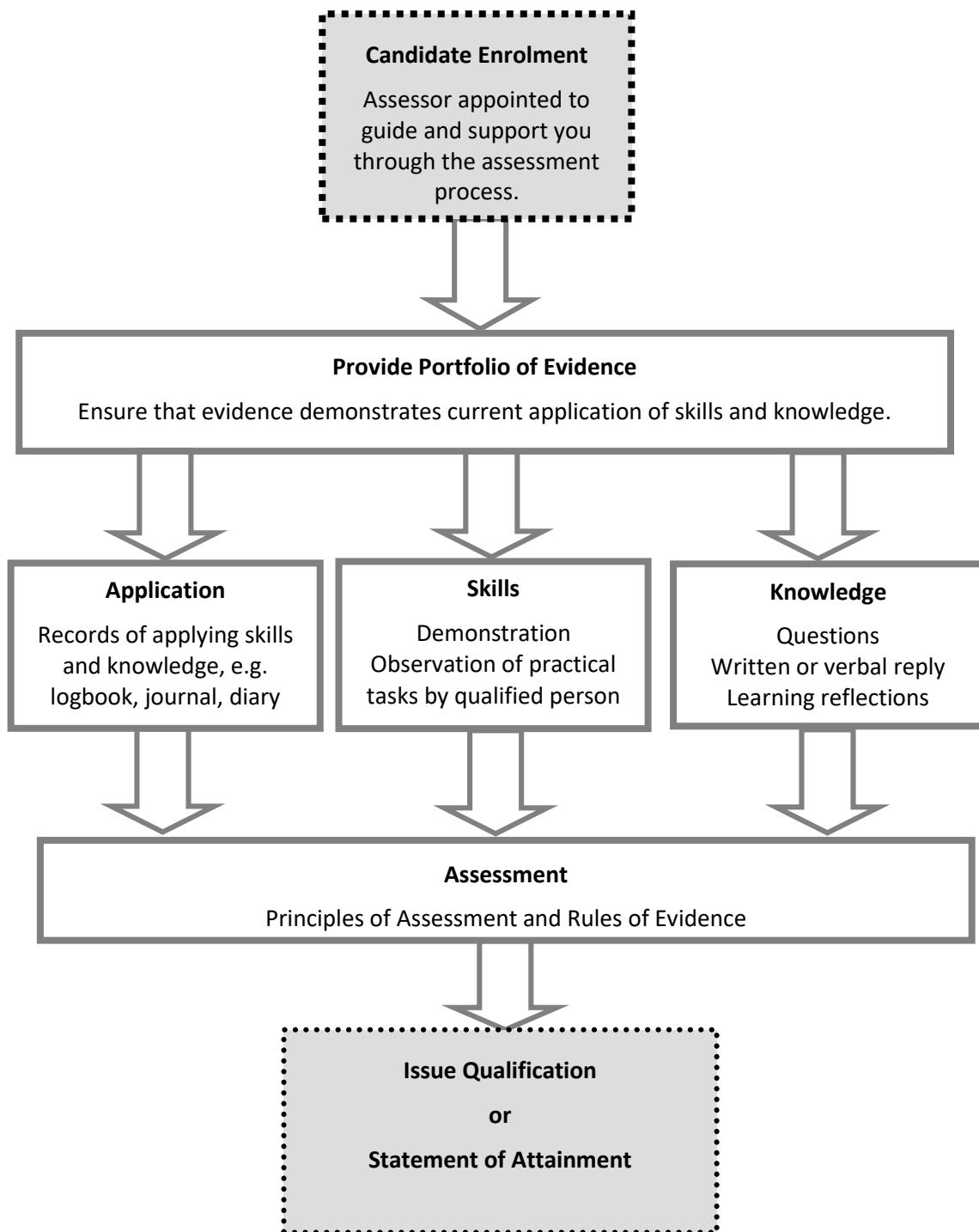
#### 4.5 Candidate support

35. If you have problems or issues during the assessment process, please use the following link <https://scouts.com.au/members/sait/enquire>

#### 4.6 TASK

36. The following overview of an RPL assessment process uses the TASK acronym to guide the collection and presentation of your portfolio of evidence.

- **Timely** Evidence is current. Include examples in the last three (3) years.
- **Application of** Evidence of being able to apply the skills and knowledge.
- **Skills and** Evidence demonstrating that you can perform the skill.
- **Knowledge** Evidence demonstrating that you have the knowledge.



#### 4.7 How to prepare for RPL assessment

37. Being prepared for the assessment process and knowing what needs to be provided can save valuable time and ensure that the RPL assessment is as simple and stress-free as possible. Here are some tips to make the application process and interview easier.

1. Review the Assessment Tool and unit of competency requirements:
  - Reading the elements and performance criteria of a unit of competency will inform you of what you need to know and what you need to be able to do.
  - The performance evidence can be used to self-assess, noting when you have performed those tasks and identifying any evidence that you can provide to your assessor to demonstrate that you have performed those tasks.
  - The knowledge evidence can also be used to self-assess and confirm that you can answer questions that may be asked to provide evidence of your knowledge.
  
2. Develop a Portfolio of Evidence. Some examples include:
  - Scout Branch (State or Territory) membership report.
  - Scouts | Terrain completion reports for Milestones and Outdoor Adventure Skills stages.
  - Completion of in-house Scouting courses.
  - Resume or CV.
  - Certificates / Qualifications.
  - Relevant licences / tickets held, e.g. SCUBA, Working with Children.
  - Logbooks / Diaries / Journals.
  - Photographs or videos of completed work or activities undertaken.
  - Workplace training records.
  - Membership of relevant professional associations.
  - References/letters from previous employers/supervisors.
  - Current and previous position/job descriptions.
  - Task / job sheets.
  - Industry awards.
  - Hobbies / interests / special skills.
  - any other documentation that may demonstrate relevant experience.
  - Depending on where you have worked and what the work may have included, you may or may not have documentary evidence. Do not be put off as your Assessor will work with you during the assessment process to identify other ways that can show current skills for the qualification in which recognition is being sought.



## 5 Principles of Assessment and Rules of Evidence

### Principles of Assessment

#### 5.1 Fair

38. Your needs are considered in the assessment process.
- Is the process as objective and transparent as possible?
  - Feedback - SAIT will seek feedback from you about the assessment experience. This feedback will be used for the purposes of providing statistical data to the Australian Government and continuous improvement of SAIT.
  - Reasonable adjustment - Where matters pertaining to Language, Literacy and Numeracy needs, disabilities or other recognised reasons that need to be considered in relation to your needs, reasonable adjustment to the assessment strategies will be made to ensure a fair assessment can be made.

#### 5.2 Flexible

39. Assessment is flexible to you.
- Can you be assessed in different ways and at different times?
  - Candidate Support - Regardless of where learning has occurred, youth program, adult training, self-directed learning, workplaces, applicable alternative forms of assessment will be offered to ensure the principles of assessment are not compromised while meeting your specific needs.

#### 5.3 Valid

40. Assessment decisions are justified, based on the evidence of that you have provided.
- Does the method and assessment tools assess the competencies required?
  - Recognition of qualifications issued by other RTO's - In accordance with the Standards for Registered Training Organisations, recognition of Qualifications / Statement of Attainment from other RTO's will be accepted and where applicable credit transfers are applied where they are relevant to the Qualifications on scope for SAIT.
  - Referencing - Where your work uses externally published material, you will need to ensure appropriate referencing is made showing the date of the reference, author and published title. This referencing may be in either footnotes or in a separate referencing section.
  - Plagiarism - Plagiarism is deemed to fundamentally breach the assessment principle of "authenticity". Where plagiarism is detected and confirmed, a request for assessment will be rejected for that unit of competency and potentially, your enrolment may be declared void.

#### 5.4 Reliable:

41. Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
- Does it get consistent results across assessments and assessors/
  - Issuance of Certificates - All testamurs and statements of attainment will be issued within 30 days of the completed assessment. All certifications will comply with the Standards for Registered Training Organisations.
  - Appeals - You have a right to a fair and equitable assessment and that any response to that assessment will be timely and appropriate to your needs.

- Where you consider that you have not been fairly assessed, you may appeal against a decision made with respect to an assessment result. You will raise the relevant issue within 30 days of becoming aware of the concern (i.e. being informed of an assessment outcome, receipt of a SAIT document, etc.) to your BC VET.
- A new assessor may be allocated, and any re-assessment will be moderated by at least one additional assessor.
- Additional assessments where possible will use assessors who are located in a Branch that is not your Branch.

### **Rules of Evidence**

42. The Standards for Registered Training Organisations define the rules of evidence that your assessor must adhere to which means they must have evidence that is:

#### **5.5 Valid**

43. Relevant to the unit of competency e.g. a canoe is not a kayak.

#### **5.6 Sufficient**

44. There is enough. When three times is required once is not enough.

#### **5.7 Current**

45. Application of skills and knowledge includes the last three years.

#### **5.8 Authentic**

46. The evidence provided is yours and not from someone else.

## Part 2 – Instructions for RPL Assessment Tools

### 6 RPL Assessment Tools

47. This information can be used by both Candidate and Assessor.
48. RPL Assessment Tools have been developed by SAIT in consultation with industry. They are a resource for qualifications, skill sets and individual units of competency for which SAIT has on scope, to assist:
  - You in seeking RPL.
  - Assessors, by providing a set of assessment instruments which can be used to assist in conducting assessments.
49. Evidence/examples will need to be provided to your Assessor in the form of hard or electronic copy as they need to be assessed for competency and uploaded into aXcelerate. The Assessment Tools provide a guide to the evidence required to support your claim for RPL.

### 7 Candidate's Information and Instructions

#### 7.1 Use of Artificial Intelligence

50. The use of Artificial Intelligence (AI) tools in the learning and assessment process is acknowledged; however, Candidates must ensure that any AI-generated content used in their submissions is appropriately referenced and that the work remains predominantly their own. Over-reliance on AI-generated content or passing off such content as one's original work without proper acknowledgement of the source will be considered a form of plagiarism.

#### 7.2 Defined Learning Credit

51. Credits that have been defined by SAIT assists in demonstrating knowledge evidence which may reduce the assessment requirements for the identified units of competency. The assessment tool assumes that you have completed the relevant Scouts Australia Non-Formal education program (e.g., relevant Adult or Youth Scouting courses, workshops, 'on demand' learning etc) as listed.
52. The items listed provide credit towards completion of the identified units of competency and must be verified by an Assessor and evidence of completion is to be saved in Scouts Australia software, 'aXcelerate' or be available in Scouts | Terrain for youth members.
53. It is typically less complex for the Assessor and both beneficial and easier for you to complete the listed Scouting outcomes that provide credit. If you do not have all this evidence, you are not excluded from applying for recognition and should discuss options with your Assessor.

#### 7.3 Self-Evaluation of the units of competency

54. The purpose of completing the Self-Evaluation is to enable you to assess your skills and knowledge to perform the tasks against the qualification and units competency. You must

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.

55. You should identify your level of experience in performing each competency/task by using the following:

- **Never** - I have never performed the task.
- **Sometimes** – I have performed the task but not well.
- **Frequently** – I have performed the task well.

**See example below:**

Self-Evaluation Core skills	I have performed these tasks			Discussion notes
	Frequently	Never	Sometimes	
I am able to use a computer to enter or change work information or data.	<b>X</b>			
I know how to use personal protective equipment as appropriate to conduct my work safely and in accordance with site and legal requirements.		<b>X</b>		
I can contribute to the health and safety of myself and others.			<b>X</b>	

**7.4 Performance Evidence**

56. This is an opportunity for you to provide your Assessor with copies of tasks you have completed which provide evidence of how you have applied the skills and knowledge required in the unit of competency.
57. The recommended Performance Evidence provides a guide to the evidence sources to support a claim for RPL. You may provide any other evidence to your Assessor. If you do not have all this evidence, then you are not excluded from applying for recognition and should discuss options with the Assessor.

**7.5 Knowledge Evidence**

58. This is an opportunity for your 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 that have been encountered and performed in the Scouting or other workplace.
59. Several questions are posed that relate to the elements of competency for each unit of competency. To prepare for the conversation with the Assessor, you are encouraged to write some dot point answers to the questions, together with a portfolio of evidence

(examples) that demonstrates your ability. These will then be discussed in detail with your Assessor. You may draw upon a combination of Scouting, professional and personal experiences.

60. Assessment involves judgement, and the Assessment Tool encourages the use of a professional competency conversation to maximise your opportunity to demonstrate competence. It is important to note however, that the professional conversation will not necessarily always be completed when conducting RPL Assessment. It all depends on the level and provision of adequate evidence and as to whether an interview with questions to confirm competency is necessary.

## **7.6 Packaging Rules and selection of Elective units of competency**

61. The selection of electives must be in accordance with the Packaging Rules for each qualification. The electives must be relevant to your Scouting role and agreed in consultation with your Assessor. Details of each qualification and unit of competency can be found at 'training.gov.au'.

## **7.7 Third Party (Referee) Verification Report**

62. You should obtain a Third Party (Referee) report to confirm your skills and knowledge in different contexts over time. The Referee should be a person who can verify your portfolio of evidence for RPL.

# **8 Assessor Information and Instructions**

## **8.1 General**

63. Assessment involves judgement.
64. The Assessment Tool streamlines the RPL assessment process by taking a practical approach to RPL. This will assist you 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 has achieved the required outcomes.
65. The Performance and Knowledge Evidence is clearly described in the Assessment Requirements for each unit of competency. These are found can be found at 'training.gov.au'.
66. Ideally, all steps related to the assessment should be undertaken to provide the best opportunity for the Candidate to substantiate their claims for RPL, and for you to assess levels of competency appropriately, thus assisting decision making.
67. The RPL process is an efficient and considered process that does not rely solely on documentary evidence. It uses a combination of questioning, and/or practical assessment and/or supporting evidence to provide evidence of the Candidate's competence.

68. 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 you deem necessary.

## 8.2 Defined Learning Credit

69. Credits that have been defined by SAIT assists in demonstrating knowledge evidence which may reduce the assessment requirements for the identified units of competency. The assessment tools have been developed assuming completion of the Scouts Australia Non-Formal education program (e.g., relevant Adult or Youth Scouting courses, workshops, 'On demand' learning etc) as listed.
70. The listed items provide credit towards completion of the identified units of competency and must be verified by you and evidence of completion is to be saved in Scouts Australia software, 'aXcelerate' or be available in Scouts | Terrain for youth members. If the Candidate does not have all this evidence, they are not excluded from applying for recognition, however they will need to provide evidence of alternative learning pathways and as the Assessor you may need to adjust the assessment to ensure all requirements are met for the units of competency.

## 8.3 Self-Evaluation of the units of competency

71. The self-evaluation can be used by you to determine if the Candidate should proceed with recognition of prior learning. If the Candidate does not have relevant experience, you can suggest roles and activities in Scouting that will result in relevant learning and experiences that can be used at a later time for recognition of prior learning.

### Assessor Note

If the Candidate's Self-Evaluation and Credit are found lacking, it may be appropriate to recommend an alternative qualification or further learning prior to undertaking an RPL assessment.

## 8.4 Performance Evidence

72. The Performance Evidence 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 you. If Candidate does not have all this evidence, they are not excluded from applying for recognition and should discuss options with you. All supporting evidence must be uploaded into aXcelerate by the Assessor or be available in Scouts | Terrain for youth members.

## 8.5 Knowledge Evidence

73. The Knowledge Evidence uses questioning and discussion – the Assessment 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. It all depends on the level and provision of adequate evidence and as to whether an interview with questions to confirm competency is necessary.

74. It is not intended that questions are asked for each unit of competency or discussed during the conversation. Only questions related to those units of competencies that the initial documentary review has failed to fully address are required.
75. You may wish to use the key points from the Performance Criteria or Knowledge Evidence 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 can then be discussed during your professional conversation with the Candidate. Candidates may draw upon a combination of their Scouting, professional and personal experiences.
76. It is critical 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 Scouting workplace, allowing the Candidate access to documents, equipment etc. to support their statements.

#### **8.6 Packaging Rules and selection of Elective units of competency**

77. You are responsible to ensure that any Entry Requirements, Packaging Rules and the selection of electives is in accordance with the qualification or skill set. The elective units should be selected in consultation with you and must be relevant to the Candidate's Scouting role and maintains the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.
78. Details of each qualification and unit of competency can be found at 'training.gov.au'.

#### **8.7 Third Party (Referee) Verification Report**

79. It is recommended that you verify the Third-Party (Referee) Report 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.

#### **Assessor Note**

You are required to upload into aXcelerate the completed RPL Assessment Tool, Third Party (Referee) Report, documentary evidence provided by the Candidate and any other relevant evidence. Scouts|Terrain may be used to hold youth members' evidence.

Should the Candidate wish to appeal your assessment decision, they are required to indicate as such in the Candidate's comment box on the Assessment Tool.

## Part 3 – Complaints and Enquires

### 9 Complaints

- Any person wishing to make a complaint concerning the manner in which SAIT conducts its responsibilities as an RTO should do so in accordance with the SAIT Complaints Handling Policy which can be found at - [SAIT Documents - SAIT - All Documents \(sharepoint.com\)](#)

### 10 Enquiries

80. General enquiries or candidate concerns, in the first instance should be directed to your BC VET.

81. If your enquiries or concerns need to go beyond your Branch you can contact SAIT at:

Scouts Australia Institute of Training  
Level 1, Scouts Australia House  
8 Help Street  
CHATSWOOD NSW 2067

[saitcompliance@scouts.com.au](mailto:saitcompliance@scouts.com.au)

Ph: 02 8440 5903

For attention either:

- National Compliance Manager.
- Principal SAIT.