

RPL Workbook



ASSESSMENT RESULT SHEET Sailing Level 2

SISOYSB302A

Sail a small boat in light to moderate conditions

Candidate's personal details: **My Name:**

My Branch: My Membership No: My Scouting Role:

Mobile: Email: Address:

Based on my observations and from verified information available, the candidates listed above can:

| | Portfolio document No | Professional discussion | Practical observation | 3 rd Party | Not yet satisfactory | Satisfactory |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------|-----------------------|-----------------------|----------------------|--------------|
| 1. Plan for the sailing activity | | | | | | |
| 1.1. Select an activity site or location with light to moderate conditions according to relevant legislation & organisational policies & procedures. | | | | | | |
| 1.2. Access relevant sources to interpret weather and environmental information, and determine potential sailing conditions. | | | | | | |
| 1.3. Identify and minimise potential hazards and risks within the small boat sailing environment. | | | | | | |
| 1.4. Identify food and water requirements to maintain physiological well being during activity. | | | | | | |
| 2. Select equipment | | | | | | |
| 2.1. Select small boat and equipment according to design and construction features and check working condition. | | | | | | |
| 2.2. Identify and select suitable sails for boat. | | | | | | |
| 2.3. Select clothing suitable for the prevailing and expected conditions. | | | | | | |
| 2.4. Fit and adjust equipment to ensure comfort, safety and suitability. | | | | | | |
| 3. Rig and de-rig small boat | | | | | | |
| 3.1. Identify appropriate running and standing rigging. | | | | | | |
| 3.2. Determine the appropriate type of cleat. | | | | | | |
| 3.3. Determine Cunningham eye system and outhaul. | | | | | | |
| 3.4. Identify features of sails and mast and boom fittings. | | | | | | |
| 3.5. Rig sails using appropriate knots. | | | | | | |
| 4. Sail a marked course | | | | | | |
| 4.1. Identify the points of sailing given the direction of the wind relative to boat. | | | | | | |
| 4.2. Use primary boat controls to sail the boat through tacks and gybes and demonstrate the techniques of roll tacking and roll gybing. | | | | | | |
| 4.3. Determine wind direction and use wind, wind indicators and directional change to follow the marked course. | | | | | | |
| 4.4. Use the tiller extension where necessary to sail a course which includes windward and downwind legs. | | | | | | |
| 4.5. Manoeuvre small boat alongside a wharf or anchored vessel or object without damage or injury to boat or persons. | | | | | | |
| 4.6. Maintain communication with other craft and crew members | | | | | | |
| 5. Handle a spinnaker | | | | | | |
| 5.1. Identify component parts of a spinnaker and situations in which a spinnaker could be used. | | | | | | |
| 5.2. Rig a spinnaker, set, gybe and drop in light to moderate conditions. | | | | | | |
| 5.3. Steer a small boat under spinnaker in light to moderate conditions. | | | | | | |

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| 6. Use a trapeze | | | | | | |
| 6.1. Identify situations in which trapeze systems are used. | | | | | | |
| 6.2. Identify component parts of a trapeze system, adjust and fit the trapeze harness according to manufacturer's recommendations | | | | | | |
| 6.3. Sail on trapeze in favourable conditions according to organisational policies and procedures. | | | | | | |
| 6.4. Steer boat with a crew on trapeze, demonstrating the ability to get in, get out, tack and gybe. | | | | | | |
| 7. Perform crew recovery and towing drills | | | | | | |
| 7.1. Recover a crew member lost overboard according to organisational policies and procedures. | | | | | | |
| 7.2. Apply appropriate recovery side, approach speed and stopping technique to minimise risk of injury to crew in water and ensure efficient recovery | | | | | | |
| 7.3. Prepare small boat for towing according to organisational policies | | | | | | |
| 7.4. Tow boat in single and or multiple tow situations according to organisational policies and procedures. | | | | | | |
| 7.5. Release boat from multiple tow situations safely according to organisational policies and procedures. | | | | | | |
| 8. Complete post activity responsibilities | | | | | | |
| 8.1. Maintain and stow sail and rig according to manufacturer's recommendations and organisational policies and procedures. | | | | | | |
| 8.2. Maintain trailers and trolleys to minimise rust on frames and bearings. | | | | | | |
| 8.3. Evaluate relevant aspects of the activity. | | | | | | |
| 8.4. Identify improvements for future small boat sailing experiences in light to moderate conditions. | | | | | | |

The candidate has provided the following portfolio of evidence:

1: Log Book sighted

2: Portfolio of evidence

3: Professional discussion

4: Practical observation

5: Third party reports

The candidate satisfies the requirements for the above unit and is considered to be competent.

Assessor / Instructor Name: Assessor No: & Instructor No:

Signature: Date:

Candidate's Statement of Acceptance

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:**

Skills Recognition / RPL Application

Evidence

Evidence is information which, when matched against the elements and performance criteria of a Unit of Competence, provides proof of competency. Evidence can take many forms and be gathered from a number of sources. Evidence may be 'direct' or 'indirect'

Direct evidence might include:

- Log books
- Planning documents, such as weather information, route plans, track notes, maps or risk management plans, etc
- Correspondence the candidate has written (letters, faxes, emails)
- Work/activity programs that have been completed or worked on
- Bookkeeping or other records maintained

Direct evidence will need to be verified against the candidate's log book and by the candidate's supervisor as their own work. The assessor may phone the supervisor to check verification. The evidence must show that the candidate has performed the various roles required to 'Conduct an Sailing session'.

Indirect evidence is information about the candidate and might include:

- Certificates/statements of results completed
- Minutes of meetings that contain information that candidate has participated or performed duties
- Performance appraisals
- Letters of appreciation from clients or colleagues
- References from previous supervisors
- Workplace awards, prizes, certificates
- Witness testimony or third party reports
- Photographs/video recordings of activities undertaken
- Third party reports
- Personal statements
- Personal statements help highlight personal knowledge and understanding of a particular element or performance criteria and the actions required

Logbook

The Assessor will be looking for experience in a range of circumstances and situations in a specialist activity area. Candidate should have **multiple Sailing activities recorded that** show that they have a depth of experience.

Professional discussion

Candidate will have a one-on-one discussion with the Assessor focusing on the candidate's professional skills and knowledge.

Practical observation

Where there are evidence gaps or insufficient evidence for specific criteria, the Assessor may request to observe the Candidate demonstrating practical skills.

Third Party report

Third party reports are indirect evidence that can be used to bolster the evidence portfolio. An example template for a report from a third party is included at the back of this workbook.

- Third party reports or statements from managers, supervisors, previous employers, clients and colleagues can be included in your evidence portfolio to support your claims. These are not references but statements of information that are relevant to an element and performance criteria for the unit of competency.
- Third party reports from managers or supervisors who have witnessed specific activities undertaken that meet performance criteria/s.

My Name is:



Scouts Australia Institute of Training

Skills Recognition / RPL Application Form

Participant Registration Number

Qualification Name:

Participants Name:

Scout Competencies that Skills recognition/RPL is being applied for:

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|---------|
| Modules |
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OR

Competencies that Skills recognition/RPL is applied for:

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| Modules |
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Summary of Skill, Knowledge and Experience

Education and training details

Formal education and training qualifications with dates:

| Qualification Code and Title | Institute | Date of Issue |
|------------------------------|-----------|---------------|
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Industry training programs:

| Course Code and Title | Institute | Date of Issue |
|-----------------------|-----------|---------------|
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My Name is:

Are you currently enrolled in any education or training program? If so please provide details:

| Course / Qualification Code and Title | Institute | Date of Issue |
|---------------------------------------|-----------|---------------|
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Employment, Scouting and Life Experience

Employment experience:

| Employer | Role & Responsibility | Period of Employment |
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Scouting experience:

| Group | Role & Responsibility | Period of Involvement |
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Life experience:

| Employer | Role & Responsibility | Period of Activity |
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My Name is: _____

Evidence

Please indicate what evidence is attached (please tick the appropriate box/es):

- Self Assessment
- Evidence Checklist
- Reference
- Letter of Validation
- Certificate (certified copy required)
- Statement of Results (certified copy required)
- Sample of work completed
- Other (please specify):

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Participant Declaration

I declare that the information and evidence I have supplied in this application is a true reflection of my current competency and prior learning activities. I agree to Scouts Australia Institute of Training conducting any independent evaluation checks to validate my application.

Participant signature: Date:

Assessor Details:

Assessor Name:

Assessor Number:

Instructor Number:

Assessment Result: Competent or Not Yet Competent

Feedback and future action:

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Assessor Signature: Date:

My Name is: _____

Professional discussion:

Candidate will have a one-on-one discussion with the Assessor focusing on the candidate's professional skills and knowledge. These questions will guide the discussion.

| | Questions | Notes on Candidate's answers |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 1 | Can you tell me what you consider conducting a sailing activity in a safe and professional manner means to you? | |
| 2 | Can you explain how legislation effects how you develop your sailing programs? | |
| 3 | What makes your sailing programs fun, adventurous and exciting for participants? | |
| 4 | What do you include in your pre-activity briefing to participants? | |
| 5 | How do you manage risk while activities are progressing? | |
| 6 | No matter how well you plan an activity something often happens that is non-routine and requires on-the-run problem solving and quick thinking management. Can you tell me about a recent non-routine situation that happened to you and how you managed the situation? | |
| 7 | How do you get feedback from your participants about what they got out of the activity and how well the activity was conducted by you and your leader team? How do you respond to this feedback? | |
| 8 | Supply and maintenance of sailing equipment is an on-going challenge. How do you manage this task? | |
| 9 | What do you do to improve your personal technical sailing skills? | |

Assessor (signed) Number: Date:

My Name is:

Third Party Report

A third party report will often be in letter format. This is an example of what might be included in the letter to support this RPL application.

The letter needs to clearly state what the writer's role is and how it relates to the candidate. Third party reports or statements come from managers, supervisors, previous employers, clients and colleagues who can support your claims. These are not references but statements of information that are relevant to an element and performance criteria for the unit of competency. The third party report writer will have witnessed specific activities undertaken that meet performance criteria/s.

Organisation letterhead

Today's date

To whom it may concern

CANDIDATE'S NAME

(Opening paragraph, include:

Purpose of this letter)

I am writing to supportcandidate's name.... application for recognition of his/her sailing skills.

(Writer's position / role and what relationship the writer has to the Candidate and this RPL application)

I am the activities manager of theorganisation..... andcandidate's name.... has worked as an activities leader on my team for the last 3 years. Sailing is one of the various activities thatcandidate's name.... supervises with client groups.

(Now include reference to witnessing the Candidate's specific sailing skills)

I confirm thatcandidate's name.... conducts sailing sessions with clients and:

- plans sailing sessions within activity constraints,
- guides, leads and monitors groups in a safe and professional manner,
- applies contingency management techniques to deal with a range of problems and issues that arise during sailing sessions,
- communicates and interacts with participants to create a safe and positive environment,
- regularly sails in light to moderate conditions,
- has high level personal target sailing skills of technical correctness to demonstrate and explain techniques to participants, and
- is always working on improving on his/her own personal sailing performance.

Please contact me if you need any further information aboutcandidate's name.... involvement in conducting sailing sessions for our organisation.

Signed

Contact details