



NAME:
ADDRESS:
CONTACT NO.
EMAIL
ROLE
FORMATION

SCOUTING PROFICIENCY FUNDAMENTALS (SPF)

**PROMOTE AND REVIEW SCOUTING SKILLS,
KNOWLEDGE AND VALUES**

All claims made on this document and in the attached evidence are true and correct.

Candidate's Signature

Date

NAME:

ASSESSMENT – SPF

**PROMOTE AND REVIEW SCOUTING SKILLS,
KNOWLEDGE AND VALUES**

AIM	LEARNING OUTCOME
1 Promote the principles of Scouting	1.1 Current performance reflects the principles of Scouting 1.2 Current operations reflects the principles of Scouting 1.3 Evidence of promotional activities is documented
2 Review level of personal commitment, skills and leadership based upon the values of Scouting	2.1 Personal values, scope and objectives are evaluated and documented 2.2 information is discussed with the supervisor 2.3 Development plan is implemented to reflect needs of self and Scouting
3 Assess operational performance of self against Scouting goals	3.1 Performance is evaluated and documented against Scouting goals 3.2 Evaluation outcomes are shared with supervisor 3.3 Development plan is implemented
4 Advance personal competence to achieve Scouting goals	4.1 Knowledge and skills are identified and documented 4.2 Acquisition of personal skills occur according to Scouting development plan
5 Promote a positive image of the leadership role to others	5.1 Leadership appropriate to Scouting is modelled 5.2 Interaction with colleagues is appropriate and reflects Scouting values 5.3 Leadership within Scouting is promoted 5.4 Scouting as a leadership organisation is promoted

NAME:

REFERENCE MATERIAL

To assist you complete this workbook it is suggested you use the following references:

- Policy and Rules, available from the Website www.scouts.com.au
- The procedures and information of your Branch
- Relevant Scouting publications relating to your role.

PORTFOLIO OF EVIDENCE

You are required to compile a PORTFOLIO OF EVIDENCE which will demonstrate your competency and involvement in this area. To complete this workbook you will need to provide enough evidence to indicate to the Assessor that you have applied the skills and knowledge required for each element. The minimal level is suggested in the workbook. You are encouraged to supplement this with other evidence you have compiled.

The types of material in your Portfolio may be:

- documents produced by your organisation or department, e.g. position description, budget, team project summaries
- time schedules and/or extract from logbook
- minutes or notes from meetings, e.g. team meetings, meetings with your manager
- an action plan prepared by you alone or in conjunction with others
- quality improvement plan
- written or other feedback from your team members
- a report you have prepared for management
- survey or customer feedback summary
- newsletter or broadsheet
- copy of correspondence – letters/faxes/emails

To record this information appropriately in this workbook:

- list all additional Assignments in the table on the next page.
- ensure each is linked to the performance criteria they support (e.g. 1.1, 1.3, 3.2)
- ensure they are validated by another person who can verify this is your work, or an accurate copy
- ensure this person's name and details are included in the verification sheet at the rear of this module so that the Assessor can make contact if required.

NAME:

ASSIGNMENTS TO SUPPORT CLAIMS

Required Evidence

No.	Details	Learning Outcome Criteria
Assignment SPF.1	Example 1 of promotion of the values of Scouting	1.1, 1.2, 1.3
Assignment SPF.2	Example 2 of promotion of the values of Scouting	1.1, 1.2, 1.3
Assignment SPF.3	Current Personal Development Plan	2.2, 2.3
Assignment SPF.4	Promotion to adult members	1.1,3.1,3.2,4.1,4.2,5.1, 5.2, 5.3, 5.4
Assignment SPF.5	Promotion to youth	1.1,3.1,3.2,4.1,4.2,5.1, 5.2, 5.3, 5.4
Assignment SPF.6	Promotion to the community	1.1,3.1,3.2,4.1,4.2,5.1, 5.2, 5.3, 5.4

Other Evidence

NAME:

WORKBOOK SPF

PROMOTE AND REVIEW SCOUTING SKILLS, KNOWLEDGE AND VALUES

Complete Initial Checklist

This checklist considers your promoting and reviewing your SCOUTING skills, knowledge and values. Complete the checklist by rating yourself for each of the following aspects. Ask a Scouting friend to rate you in these areas as well. You should discuss with your friend areas you could develop over the next few months. Use the 5 point rating scale:

1. Unsure 2. Pretty poor 3. OK 4. Good 5. Great

You will also be rated against this at the completion of the Unit.

The candidate:	Date: Me	Date: Friend:
1. uses appropriate behaviour for Scouting		
2. operations reflects Scouting principles		
3. lives by the Scout Promise and Law		
4. fulfills the religious obligations of the movement		
5. provides support to others		
6. acknowledges and provides a duty to oneself		
7. evaluates personal values and objectives		
8. uses the Scout method appropriately		
9. performs duties as required		
10. serves as a positive role model for others		
11. has a performance plan		
12. demonstrates Scouting standards and values		
13. demonstrates integrity and credibility in their performance		
14. encourages and values individual's efforts and contributions		
15. communicates in a way which encourages teams to take responsibility for their work		
16. has a current performance plan which reflects the principles of Scouting		
17. implements performance plan		

NAME:

18.promotes Scouting internally		
19.promotes Scouting externally		
20.undertakes development to meet personal needs		
21.undertakes development to meet Scouting's needs		
22.evaluates performance against goals		
23.shares personal evaluations with supervisor		
24.interacts with colleagues appropriately reflecting Scouting values		
25.promotes leadership within Scouting		
26.promotes Scouting as a leadership organisation		
27.enjoys Scouting		

1. List the three main principles of Scouting and reason for their importance. *(refers 1.1)*

Principle	Why this is important?
1.	
2.	
3.	

2. Consider each of the principles in Q1 and complete the following. *(refers 1.1, 1.2, 1.3)*

What this principle means to you	How you use or promote this is your role?
1.	
2.	
3.	

NAME:

3. Provide at least two examples of how you have used these. (This may be a copy of your program containing these facets, photo or letter of support about an activity completed by youth or other adult). *(refers 1.1, 1.2, 1.3)*

ASSIGNMENT SPF.1 EXAMPLE OF PROMOTION OF THE VALUES OF SCOUTING

Explanation of this

ASSIGNMENT SPF.2 EXAMPLE OF PROMOTION OF THE VALUES OF SCOUTING

Explanation of this

4. List at least five Scouting values relating to adults and youth which are documented in *Policy and Rules*. *(refers 1.2)*

Values
1.
2.
3.
4.
5.

NAME:

5. How are these values promoted to other adult members?

How these values are promoted to adult members	
1.	
2.	
3.	
4.	
5.	

6. How are these values promoted to youth members?

How these values are promoted to youth members	
1.	
2.	
3.	
4.	
5.	

NAME:

7. State at least four of the traditions of Scouting. (*refers 2.1, 2.2*)

Traditions of Scouting	
1.	
2.	
3.	
4.	

8. What is the relevance of each today? (*refers 2.1, 2.2*)

Relevance of each of the traditions of Scouting	
1.	
2.	
3.	
4.	

NAME:

9. Attach a copy of your current Personal Development Plan for this year. You may like to use the format attached. *(refers 2.2, 2.3)*

ASSIGNMENT SPF.3 Current Personal Development Plan

Note: This should be what you use as part of your discussions with your team leader regarding your annual review and your performance and goal setting.

10. List three objectives you have set. *(refers 2.1 1..2, 2.3)*

Objectives
1.
2.
3.

11. Comment on how well these are progressing and your level of satisfaction with each.

Progress	Level of satisfaction
1.	
2.	
3.	

NAME:

12. List information your supervisor shared with you regarding your completion of these aspects in your Personal Development Plan. Comment on these perceptions. *(refers 2.1 2.2, 2.3)*

Information from Supervisor	Comments

13. List aspects of your Personal Development Plan that reflect your needs and those of Scouting. *(refers 2.1 2.2, 2.3)*

Aspects relating to your personal needs	Aspects supporting the needs of Scouting

14. Complete the checklist which is appropriate to your role. Checklists are attached to this workbook.

CHECKLIST 2

15. List at least three areas you consider to be your strengths. *(refers 3.1 3.2)*

NAME:

16. List at least three areas you consider to be priorities for your growth and development (refers 3.1 3.2).

17. Indicate at least three areas where you have gained additional skills recently. How were these identified? (refers 1.1,3.1, 3.2,4.1,4.2)

Additional skills	How identified

18. Indicate how and when this occurred. (refers 1.1,3.1, 3.2,4.1,4.2)

How	When

NAME:

19. Provide at least two examples of when you have promoted Scouting as a leadership organisation to adult members. *(refers 1.1,3.1, 3.2,4.1 ,4.2, 5.1)*

Example	When

20. Provide at least two examples of when you have promoted Scouting as a leadership organisation to youth. *(refers 1.1,3.1, 3.2,4.1 ,4.2, 5.1)*

Example	When

21. Provide at least two examples of when you have promoted Scouting as a leadership organisation to the community. *(refers 1.1,3.1, 3.2,4.1 ,4.2, 5.1)*

Example	When

NAME:

22. Provide examples of when you have promoted leadership opportunities within Scouting for each of the following. (*refers 1.1,3.1,3.2,4.1,4.2,5.1, 5.2, 5.3, 5.4*)

ASSIGNMENT SPF. 4 Promotion to adult members
ASSIGNMENT SPF. 5 Promotion to youth
ASSIGNMENT SPF. 6 Promotion to the community

23. **PROJECT** - Undertake a significant project which requires you to reflect on the contribution you have made to the organisation. The Project should promote the organisation and include the principles, values, mission and method. It could develop an aspect of the Strategic Plan. It should be discussed with your Assessor and the BC.ATD in your Branch, or their nominee. It should require some investigation and application and reflection. It should require about 15 hours work. (*refers to all areas*)

Here are some examples.

- Prepare a 15 minute multi media presentation that could be given to a School Council which promotes the organisation, its principles, and the contribution it makes to young people. Link this specifically to the difference it can make in the local community. Rehearse this with other leaders.
- Write a report of about 1000 words that compares your organisation with another similar youth group operating in your area. Ensure you consider the values, aim, method and program. End with some recommendations for the growth of your organisation. Discuss these recommendations with your team leader.
- You have been involved in many experiences in Scouting. Compile a Scrap Book of Memories which highlights aspects of the organisation's principles, values and method used. The book should contain at least thirty entries accompanied by a brief description which links these items or photographs to the fundamentals of the organisation. Personal reflections and learnings must be included with each memory. This may cover your personal aspects or be linked to your group.

NAME:

- Research, develop, implement and review a Marketing Strategy to promote a particular aspect necessary your organisation. Ensure all aspects of the activity are documented and that a personal learning log is kept of the project. A critique should be provided to guide others in this area.
- Write an article of about 1000 words that could be used in a national outdoor magazine which depicts your organisation as the leading youth organisation in Australia. Photographs organised by you should be included.
- Research some of the traditions of your organisation and link these to the operations in your organisation today. Present these in a talk to youth members. Critique the session when you presented this. Alternatively, write this into an article suitable for the organisation's national magazine. Include some photographs. Present this to your local editor of the magazine.

Complete Final Verified Checklist..

NAME:

Final Verified Checklist

When you have completed the workbook to this stage and collected all your Assignments, you must consider if you are now competent in each of these areas. Look at the checklist below. At this time you should talk about the progress you have made in this area of your promoting and reviewing your Scouting skills, knowledge and values. When you consider you can perform all requirements below and have demonstrated these through your interactions and operations, talk to your PLA or a verifier and Team Leader, as they also must verify that they consider you are competent. You must score yourself, using the ratings P – Proficient or N – Not Yet Proficient. Being competent means you are capable of performing the task properly. A Verifier, Team Leader and Assessor will check the proficiency.

The candidate has demonstrated through their interactions and operations that he/she:		End of certificate (You put in a level of proficiency, others tick)				
		You	Friend	Verifier	Team Leader	Assessor
	Your score at beginning					
1.	uses appropriate behaviour for Scouting					
2.	operations reflects Scouting principles					
3.	lives by the Scout Promise and Law					
4.	fulfills the religious obligations of the movement					
5.	provides support to others					
6.	acknowledges and provides a duty to oneself					
7.	evaluates personal values and objectives					
8.	uses the scout method appropriately					
9.	performs duties as required					
10.	serves as a positive role model for others					
11.	has a performance plan					
12.	demonstrates Scouting standards and values					
13.	demonstrates integrity and credibility in their performance					
14.	encourages and values individual's efforts and contributions					
15.	communicates in a way which encourages teams to take responsibility for their work					
16.	has a current performance plan reflects the principles of Scouting					

NAME:

17. implements performance plan							
18. promotes Scouting internally							
19. promotes Scouting externally							
20. undertakes development to meet personal needs							
21. undertakes development to meet Scouting's needs							
22. evaluates performance against goals							
23. shares personal evaluations with supervisor							
24. interacts with colleagues appropriately reflecting Scouting values							
25. promotes leadership within Scouting							
26. promotes Scouting as a leadership organisation							
27. enjoys Scouting							

If your PLA and/or Team Leader does not consider you are competent, demonstrate to them your ability. Perhaps you may need to improve some particular aspect of this workbook or your work before they will sign this off. When all parties consider you are competent and have signed off, take a copy of all this workbook, the verified Assignments, check the verification sheet is complete and submit the original through your Leader for forwarding to the nominated Assessor.

NAME:

PERSONAL DEVELOPMENT PLAN

Your Name:

Date commencing:

Date concluded:

MONTH	MONTH	MONTH	MONTH	MONTH	MONTH

NAME:

JOEY SCOUT REVIEW CHECKLIST 2

With a friend complete the following checklist. This may assist you with selecting other areas of training and personal development you require.

LEADER:.....

GROUP:..... MOB:

DATE OBSERVED:.....Verifier:.....

SKILL	YES	NO	COMMENTS
1. Shows an understanding of young people of Joey Scout age, as part of the development from 6 to 26 in Scouting.			
<ul style="list-style-type: none"> • Program caters for the different age groups, interests and capabilities. 			
<ul style="list-style-type: none"> • Able to communicate with Joey Scouts at their level. 			
<ul style="list-style-type: none"> • Positive discipline is used effectively and with consistency. 			
2. Uses the Methods of the Joey Scout section.			
<ul style="list-style-type: none"> • Programs are based on themes. 			
<ul style="list-style-type: none"> • Ad hoc groups are used in program. 			
<ul style="list-style-type: none"> • Variety of activities included in program. 			
3. Demonstrates an understanding of the need for a strong relationship with other Leaders.			
<ul style="list-style-type: none"> • Functions well in leadership team. 			

NAME:

• Interacts with leaders outside of Mob.			
• Participates in meetings/activities of Group/District/Region with emphasis on group Council and Wandarrah.			
4. Has knowledge and skills in the Joey Scout Youth Program.			
• Ensures safe craft activities are used.			
• Makes use of outdoors and outdoor themes.			
• Program incorporates an activity segment.			
5. Demonstrates an understanding and practice of programming for Joey Scouts.			
• Program exists for night and term, covering action and learning by doing, with evidence of preparation.			
• Variety of activities is included in program.			
• Fun is an important part of program.			

General comments:

.....

Further action/Support required:

.....

Verifier Signature:

NAME:

CUB SCOUT REVIEW CHECKLIST 2

With a friend complete the following checklist. This may assist you with selecting other areas of training and personal development you require.

LEADER:

GROUP: PACK:

DATE OBSERVED: Verifier:.....

SKILL	YES	NO	COMMENTS
1. Shows an understanding of young people of Cub Scout age, as part of the development from 6 to 26 in Scouting.			
<ul style="list-style-type: none"> Program caters for the different age groups, interests and capabilities. 			
<ul style="list-style-type: none"> Able to communicate with Cub Scouts at their level. 			
<ul style="list-style-type: none"> Positive discipline is used effectively and with consistency. 			
2. Uses the Methods of the Cub Scout section.			
<ul style="list-style-type: none"> The main basis for the programs are activity based. 			
<ul style="list-style-type: none"> The Six system is used in overall operation of the Pack. 			
<ul style="list-style-type: none"> Different leadership styles, according to ability, are used to suit situations. 			
3. Demonstrates an understanding of the need for a strong relationship with other Leaders.			

NAME:

• Functions well in leadership team.			
• Interacts with Leaders outside of Pack.			
• Participates in meetings/activities of Group/District/Region with emphasis on Group Council and Seeonee.			
• Extends one's self-improvement/self-development through adopting new ideas and innovations.			
4. Has knowledge and skills in the Cub Scout Youth program.			
• Program relates to Award Scheme.			
• Makes appropriate use of outdoors and outdoor themes.			
• All facets of Cub Scouting are covered within program.			
5. Demonstrates an understanding and practice of programming for Cub Scouts.			
• Fun is an important part of program.			
• Variety of activities is included in program.			
• Program exists for night and term, covering award scheme, action and learning by doing, with evidence of preparation.			

General comments:

.....

NAME:

Further action/Support required:

.....

Verifier Signature:

NAME:

SCOUT REVIEW - CHECKLIST 2

With a friend complete the following checklist. This may assist you with selecting other areas of training and personal development you require.

LEADER:

GROUP: TROOP:

DATE OBSERVED:Verifier

SKILL	YES	NO	COMMENTS
1. Shows an understanding of young people of Scout age, as part of the development from 6 to 26 in Scouting.			
• Program caters for the different age groups, interests and capabilities.			
• Able to communicate with Scouts at their level.			
• Positive discipline is used effectively and with consistency.			
2. Uses the Methods of the Scout section.			
• Patrol System is operating.			
• Patrol Leaders are encouraged and assisted to take responsibility for their Patrols and the things they do.			
3. Demonstrates an understanding of the need for a strong relationship with other Leaders.			

NAME:

• Functions well in leadership team.			
• Interacts with Leaders outside of Troop.			
• Participates in meetings/activities of Group/District/Region with emphasis on Group Council and Mindari.			
4. Has knowledge and skills in the Scout Youth Program.			
• Program relates to Award scheme.			
• Makes use of outdoors and outdoor themes.			
• Uses the resources provided by the Branch Scout Council, where appropriate.			
5. Demonstrates an understanding and practice of programming for Scouts.			
• Program exists for night, with evidence of preparation.			
• Variety of activities is included in program, covering award scheme, action and learning by doing.			
• Patrol system used in overall operation of Troop.			

General comments:

.....

Further action/Support required:

NAME:

.....

Verifier Signature:

NAME:

VENTURER SCOUT REVIEW – CHECKLIST 2

With a friend complete the following checklist. This may assist you with selecting other areas of training and personal development you require.

LEADER:

GROUP:

DATE OBSERVED: Verifier:.....

SKILL	YES	NO	COMMENTS
1. Shows an understanding of young people of Venturer Scout age, as part of the development from 6 to 26 in Scouting.			
<ul style="list-style-type: none"> Program caters for the different age groups, interests and capabilities. 			
<ul style="list-style-type: none"> Good verbal and non-verbal communication between Leader and Venturer Scouts. 			
<ul style="list-style-type: none"> Leader is involved rather than removed and providing a good role model. 			
2. Uses the Methods of the Venturer Scout section.			
<ul style="list-style-type: none"> Unit Council is operating for meetings and programming. 			
<ul style="list-style-type: none"> Venturer Scouts are encouraged and assisted to take responsibility for the things they do. 			
<ul style="list-style-type: none"> Small groups are used for specialist activities. 			

NAME:

3. Demonstrates an understanding of the need for a strong relationship with other Leaders.			
• Functions well in leadership team.			
• Interacts with Leaders outside of Unit.			
• Participates in meetings/activities of Group/District/Region with emphasis on Group Council and District Venturer Council.			
4. Has knowledge and skills in the Venturer Scout Youth Program.			
• Program relates to Award scheme.			
• Makes use of outdoors.			
• Uses the resources provided by the Branch Venturer Scout Council, where appropriate.			
5. Demonstrates an understanding and practice of programming for Venturer Scouts.			
• Program exists for night and term as prepared by Unit Council.			
• Variety of activities are included in program, covering both social and skill activities.			
• Current social and community topics are included in the program.			

General comments:

.....

NAME:

Further action/Support required:

.....

Verifier Signature:

ACTIVITY LEADER'S PERSONAL REVIEW – CHECKLIST 2

The following checklist is designed to assist Activity Leaders regarding their ability to perform their role. Please provide positive comments or arrange for further support, to help the Leader where appropriate. This checklist should be completed after the visit, not during the visit. Feedback should be given to the leader and to others as appropriate – e.g. Group Leader, District Commissioner, Trainers.

LEADER:

ROLE :

DATE OBSERVED:

OBSERVER:

SKILL	YES	NO	COMMENTS
1. Shows an understanding of working with other adults			
• Leader is reliable			
• Leader is organised			
• Leader demonstrates effective relationship skills			
• Good verbal and non-verbal communication with other Leaders			
• Leader is involved and providing a good role model to other Leaders			

NAME:

2. Shows an understanding of young people of relevant age, as part of the development from 6 to 26 in Scouting.			
• Program caters for the different age groups, interests and capabilities			
• Good verbal and non-verbal communication between Leader and Scouts			
• Leader is involved and providing a good role model			
3. Uses the Scout Method.			
• Youth involvement is encouraged			
• Youth are encouraged and assisted to take responsibility for the things they do			
• Small groups are used for specialist activities			
• Promise and law activities promoted			
4. Demonstrates an understanding of the need for a strong relationship with other leaders.			
• Functions well in leadership team			
• Interacts with Leaders outside of immediate team			
• Participates in meetings/activities of Group/District/Region			
5. Has knowledge and skills in the relevant area			
• Demonstrates expert skill in technical area			
• Follows safe practices			

NAME:

• Encourages safety in all activities			
• Shares knowledge as required			
• Assists instruct as required			
• Uses effective principles of adult learning			
• Youth Program relates to Award scheme (where relevant)			
• Makes use of outdoors			
• Uses the resources provided by the Branch where appropriate			
• Promotes networking with others			
6. Demonstrates an understanding and practice of programming for youth members			
• Program exists where and when required			
• Can relate to youth in the relevant age group			
• Program builds upon previously known skills			
• Variety of activities are included in program			
• Appropriate elements of program used as relevant to the age group			

General comments:

.....

NAME:

Further action/Support required:

.....

District Leader's Signature:

LEADER'S PERSONAL REVIEW – CHECKLIST 2

The following checklist is designed to assist Leaders regarding their ability to perform their role. Please provide positive comments or arrange for further support, to help the leader where appropriate. This checklist should be completed after the visit, not during the visit. Feedback should be given to the Leader and to others as appropriate – e.g. Group Leader, District Commissioner, Trainers.

LEADER:

ROLE :

DATE OBSERVED:

OBSERVER:

SKILL	YES	NO	COMMENTS
1. Shows an understanding of working with other adults			
• Leader is reliable			

NAME:

• Leader is organised			
• Leader demonstrates effective relationship skills			
• Good verbal and non-verbal communication with other Leaders			
• Leader is involved and providing a good role model to other Leaders			
2. Shows an understanding of young people of relevant age, as part of the development from 6 to 26 in Scouting.			
• Program caters for the different age groups, interests and capabilities			
• Good verbal and non-verbal communication between Leader and Scouts			
• Leader is involved and providing a good role model			
3. Uses the Scout Method.			
• Youth involvement is encouraged			
• Youth are encouraged and assisted to take responsibility for the things they do			
• Small groups are used for specialist activities			
• Promise and law activities promoted			
4. Demonstrates an understanding of the need for a strong relationship with other leaders.			
• Functions well in leadership team			
• Interacts with leaders outside of immediate team			

NAME:

• Participates in meetings/activities of Group/District/Region			
5. Has knowledge and skills in the relevant area			
• Shares knowledge as required			
• Assists instruct as required			
• Uses effective principles of adult learning			
• Youth Program relates to Award scheme (where relevant)			
• Makes use of outdoors			
• Uses the resources provided by the Branch where appropriate			
• Promotes networking with others			

General comments:

.....

Further action/Support required:

.....

District Leader's Signature:

NAME:

VERIFICATION OF PROFICIENCY IN THE WORKPLACE

The following people can be contacted to verify the proficiency in this Unit of competence:

1. Name:

Phone:

Position:

Relevance to candidate:

4. Name:

Phone:

Position:

Relevance to candidate:

2. Name:

Phone:

Position:

Relevance to candidate:

5. Name:

Phone:

Position:

Relevance to candidate:

3. Name:

Phone:

Position:

Relevance to candidate:

NAME: