Scouts Australia Institute of Training

(SAIT) – RTO 5443

*RPL Assessment Tool Kit*

*TAEDEL301 Provide work skill instruction*

*TAEASS301 Contribute to assessment*

*BSBCMM401 Make a presentation*

The learning associated with these units of competency is through the Scouts Australia Adult Training & Development program, ‘Training Introductory course’

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

Issued by Scouts Australia Institute of Training (SAIT)

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Scouts Australia Institute of Training (SAIT) - Registered Training Organisation No 5443.

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# Recognition of Prior Learning (RPL) Assessment Tool Kit

This RPL Assessment Tool Kit has been developed by the Scouts Australia Institute of Training (SAIT) in consultation with industry, as a resource to assist Candidates seeking RPL and for RPL Assessors, by providing a set of assessment tools which can be used to conduct whole and part of qualification RPL. This information can be utilised by both Candidate and Assessor.

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.

**Application**

**Provide work skill instruction** - This unit describes the skills and knowledge required to conduct individual and group instruction, demonstrate work skills and assess the success of training and one’s own training performance, using existing learning resources in a safe and comfortable learning environment. It emphasises the training as being driven by the work process and context, and applies to a person working under supervision as a work skill instructor in a wide range of settings not restricted to training organisations.

**Contribute to assessment** - This unit describes the skills and knowledge required to contribute to the assessment process. It applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role, and for whom collecting the evidence for assessment is an adjunct to principal work responsibilities. The unit applies to those involved in collecting evidence for assessment against units of competency or accredited courses.

**Make a presentation** - This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience. This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

Scouting has identified that these three (3) Units of Competency 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 three (3) Units of Competency.

|  |
| --- |
| **Unit Code and Title** |
| TAEDEL301 Provide work skill instruction |
| TAEASS301 Contribute to assessment |
| BSBCMM401 Make a presentation |

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

# SECTION B - Candidate Self-Evaluation of the Units of Competency

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.* |

| **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 have planned and delivered a training session that involved demonstrating and instructing different Scouting skills | |  |  |  |  | |  | |  |
| 1. I have developed an assessment plan and contributed to a Scouting assessment and documented the outcomes | |  |  |  |  | |  | |  |
| 1. I have planned and delivered a formal training related presentation | |  |  |  |  | |  | |  |
| **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 the Candidate’s actual individual experiences and relevant skills during a professional conversation. It is the Candidate’s opportunity to demonstrate competence, while referring to actual scenarios, tasks, and activities that have been 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 the Assessor, the Candidate is encouraged to **write some dot point answers to the questions, together with a portfolio of evidence (examples) that demonstrates their ability**. These will then be discussed in detail with the Assessor. The Candidate may draw upon a combination of 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 for competency 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.

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**   | **Unit of competency**  **TAEDEL301 – Provide work skill instruction** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | Explain how you organise and plan, instruct and demonstrate skills |  | **Yes** | **No** | | What method/s did you use to conduct the instruction and demonstrations? |  | **Yes** | **No** | | How did you check training performance? |  | **Yes** | **No** | | How did you review your personnel training performance? |  | **Yes** | **No** |  Additional notes from conversation |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Unit of competency**  **TAEASS301 – Contribute to assessment** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you clarify your role during the assessment |  | **Yes** | **No** | | Provide an example of an assessment plan that includes what evidence is required and how it will be collected |  | **Yes** | **No** | | Provide evidence of at least 3 Scouting assessments that show evidence in a clear and concise manner and feedback to the participant |  | **Yes** | **No** | | Explain:   * Competency-based assessment * Principals of assessment * Rules of evidence * Different types of evidence * Evidence gathering methods * Features of an assessment tool |  | **Yes** | **No** |  Additional notes from conversation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Unit of competency**  **BSBCMM401 – Make a presentation** | | --- |  |  |  |  |  | | --- | --- | --- | --- | | **Questions and Candidate’s Responses** | | **Assessor** | | | **Competency Achieved** | | | How do you plan and prepare for a formal presentation? |  | **Yes** | **No** | | What aids and techniques did you use in delivering your presentation? |  | **Yes** | **No** | | Explain how you reviewed your presentation |  | **Yes** | **No** |  Additional notes from conversation |

# SECTION D - Third Party (Referee) Verification Report

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TAEDEL301 Provide work skill instruction  TAEASS301 Contribute to assessment  BSBCMM401 Make a presentation | | | | |
| **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 verify the Candidate’s knowledge, skills and experience.  A ‘letter of support’ may be provided from the organisation verifying a range of tasks performed by the Candidate over a period, is useful in identifying competence. | | | |

#### To Whom It May Concern

Re: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*(Insert Candidate’s name)* *(Insert industry/job title).*

I certify that the above-named person has:

worked at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for a period of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Insert name of workplace) (Insert length of time*).

I have read the Candidates responses to the questions and confirm that they have regularly demonstrated, knowledge, skills, and attitudes to an acceptable workplace standard against the Units of Competency within this organisation.

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| I understand the evidence/tasks the Candidate has performed on which I am required to comment. | ❑ | ❑ |
| I am willing to be contacted if further verification of my statements is required. | ❑ | ❑ |

If you would like further information or would like to discuss any of the above, I can be contacted on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(insert phone number).*

Yours sincerely

Name (please PRINT): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# SECTION E – 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: - TAEDEL301 - Provide work skills instruction**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Attend the Scouts Australia ‘Training Introductory course’ |  |  |
| Copy of Certificate of Proficiency |  |  |
| 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 planned and delivered three (3) practical training sessions, involving demonstrating and instructing particular work skills (in the Scouting context) for different individuals or small groups   + .   + . * Copies of the session plans or notes for each training sessions   + .   + .   + .   Copy of a Session Plan template is attached |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - TAEASS301 Contribute to assessment**

**Candidate’s Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Attend the Scouts Australia ‘Training Introductory course’ |  |  |
| Copy of Certificate of Proficiency |  |  |
| 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 carried out three (3) assessment activities for three (3) different Scouting people   + .   + .   + . * Evidence of how each assessment met the rule of evidence   + .   + .   + . |  |  |
| Complete RPL Tool Kit (if required) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor’s signature:**

**Assessor Number:**

**Date:**

**Assessment Instrument**

**Performance Evidence Check List**

**Unit of Competency: - BSBCMM401 - Make a presentation**

**Candidates Name:**

|  |  |  |
| --- | --- | --- |
| **Did the candidate do the following?** | **Yes** | **No** |
| Attend the Scouts Australia ‘Training Introductory course’ |  |  |
| Copy of Certificate of Proficiency |  |  |
| 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 one (1) formal plan, of at least 40 minutes, related to Scouting topic   + . * Copy of the aids and materials to support the presentation   + .   + .   + .   Copy of a Session Plan template is attached |  |  |
| Complete RPL Tool Kit (if applicable) |  |  |
| **Examples of evidence are attached** |  |  |

**Comments and observations:**

**Location/type of activity:**

**SAIT Assessor’s name:**

**Assessor Number:**

**Date:**

**Icon

Description automatically generated**

Scouts Australia Adult Training & Development

**SESSION TITLE**

Session time: Theory – ? minutes

Practical – ? minutes

Total - ? minutes

**AIM:**

The aim of this session is to develop the skills and knowledge required to:

**LEARNING OUTCOMES:**

By the end of this session, participants will be able to:

**PERFORMANCE CRITERIA (‘I’ Statements):**

**SCOUT ASSESSMENT METHOD:**

* Participation and contribution during the session.
* Reinforcement through questioning and clarification of the session’s aims and objectives through a review of the ‘I’ Statements.

**REFERENCES:**

**RESOURCES:**

* Training room, desks, chairs etc
* Projector, computer, screen etc
* References
* Session timetable

**NOTES FOR SESSION LEADER:**

* Introduction

etc

**ACTIVITIES:**

**SUMMARY AND QUESTIONS:**

**EVALUATION:**

The Session Leader leads participants in a self-assessment of the Performance Criteria (‘I’ Statements). This may be undertaken in conjunction the Summary section above. The Session Leader has the responsibility to determine when the participant has achieved Scout proficiency in this subject. Certificate of Attendance may be issued.

|  |  |
| --- | --- |
|  | Scouts  Australia Institute of Training  RTO 5443  Assessment Summary |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Candidate’s Name:** | |  | | | | | | | | | |
| **Unit/s of Competency Assessed** | | | | | | | | | **C or NYC** | | |
| TAEDEL301 Provide work skill instruction | | | | | | | | |  | | |
| TAEASS301 Contribute to assessment | | | | | | | | |  | | |
| BSBCMM401 Make a presentation | | | | | | | | |  | | |
| **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:** | |  | | | |