



# WINDSOR INSTITUTE OF COMMERCE

ABN: 19 080 559 600

CRICOS Provider Code: 01856K

RTO No: 90501

## RPL Assessment Kit



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## **HOW TO USE THIS RPL ASSESSOR KIT**

This RPL Assessor Kit is divided into sections to allow you to easily access only those sections you require at any given time. These sections are:

### **SECTION A – Assessor Information**

You need to read this information before conducting an assessment. It outlines the intent and processes surrounding this RPL assessment and how it differs from assessment undertaken following formal training.

### **SECTION B – Candidate Information and Application Forms**

You give this information to the candidate. It tells them about the assessment process as well as containing simple forms for the applicant to fill out. From the information provided by the candidate on these forms, you will be able to gain a general understanding of the skills and experience the candidate may have, as well as potential referee contacts.

### **SECTION C – Competency Conversation**

You use this section to determine and record candidate competence via a competency conversation. In other words, these questions guide your conversation with the applicant and assist in your assessment of their competence. The notes you take about this conversation are important evidence for assessment.

### **SECTION D – Practical Tasks and Observation Recording Sheets**

You use this section to assess competencies through a practical demonstration of the candidate's skills. It contains practical tasks/scenarios on the outcomes required to determine competency and a place to record your observation. The notes you take are important evidence for assessment.

### **SECTION E – Resources for Practical Tasks**

You use this section to access required resources for performing practical tasks and scenarios.

### **SECTION F – Third Party Verification**

You give this section to the referees to confirm the candidate's skills and experience in this qualification/occupation. The referees may fill out the appropriate form and return to you to confirm your judgement. You may be able to complete this part of evidence gathering in person while at the workplace.

### **SECTION G – Assessment Tables**



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You use this table as a reference tool to see at a glance how units/elements of competency are assessed within the tool. All the elements and performance criteria within the competency units are cross-matched in this table with a corresponding assessment question/task/scenario. This allows you to validate the assessment process against the qualification.

## **SECTION H – Assessor’s Summary Sheet and Judgment**

You use this section to record summary of units completed and final judgment.



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## SECTION A

### *Assessor Information*

It is VITAL you read this information prior to commencing your RPL assessment. It provides generic information on assessment, as well as an overview of this streamlined RPL assessment process.



## ADVICE FOR ASSESSORS

This RPL Assessor Kit streamlines the RPL assessment process for ICA05 Information & Communication Technology Training Package by taking a practical approach to RPL and increasing the use of on-site questioning and observation. 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 has achieved the required outcomes.

### IMPORTANT ASPECTS TO REMEMBER:

#### **A sound knowledge of assessment and the individual units is essential**

It is important to have a good understanding of the competencies and qualification/s appropriate to the candidate’s goals.

Assessing a single unit of competency is rarely cost or time effective. Where possible, effort should be made to assess several units at the same time taking advantage of any commonality in content. This means looking at the whole picture of a particular job role as it happens in industry and assessing holistically. This saves valuable time in the assessment process.

#### **Assessment involves judgement**

This tool encourages the use of a “competency conversation” to maximise the candidate’s opportunities to demonstrate competence. This is NOT an oral exam. It is about using the two or three holistic questions provided to start a conversation with the candidate which draws out their actual individual experiences and relevant skills. In other words, it is about the assessor probing the candidate through a conversation to draw out further information on the candidate’s experience which may not be forthcoming due to nerves or confusion over technical terminology.

The tool also provides observable tasks to allow candidates to demonstrate skills.

#### **Authentication/verification is integral to RPL assessment**

It is critical information gleaned from the interview and observation be confirmed with those who can vouch for the candidate’s skill over time. Supervisors would generally perform this role. Authentication may also be done through conversation but it cannot be stressed enough that it is essential assessors **take careful notes** to back up and record their judgement.

#### **Recording assessment is critical**

Keep careful records of all aspects of conversations, skills demonstration or documentation viewed that support the claim of prior learning. Remember – the record is the document that makes sense of the assessment and why a particular judgment was made. Keeping **detailed notes** about the candidate’s response is vital, as is the **rationale** for judgement.

The assessment record is a **legal document** and must be signed, dated and stored according to requirements of the State Training Authority and the *AQTF Standards for Registered Training Organisations*.



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Assessor summaries and other quality assurance documentation from your own Registered Training Organisation will also be required. For examples of assessment summary documentation, please see *Assessment Guide Number 1: Training Package Assessment Materials Kit*.  
<http://resourcegenerator.gov.au/loadpage.asp?page=TPAGGuide01.htm>

To access further information on the principles assessment and dimensions of competency, you can visit *Assessment Guide Number 1: Training Package Assessment Materials Kit*.  
<http://resourcegenerator.gov.au/loadpage.asp?page=TPAGGuide01.htm>

To access further information on the Australian Qualifications Framework, you can visit:  
<http://www.aqf.edu.au/>

### **Employability Skills**

Assessment of a candidate's employability skills should be integrated into the assessment of their technical skills and knowledge. Where possible, employability skills have been embedded within the bank of questions and practical assessment tasks in this RPL Assessor Kit. Therefore, assessors should make and document holistic judgements about a learner's attainment of employability skills as part of the RPL assessment. For more information about the employability skills requirements for particular qualifications, refer to the training package.

To access further general information on employability skills, refer to *Employability Skills: From framework to practice*, at:  
[http://www.training.com.au/documents/Employability%20Skills\\_From%20Framework%20to%20Practices.pdf](http://www.training.com.au/documents/Employability%20Skills_From%20Framework%20to%20Practices.pdf)



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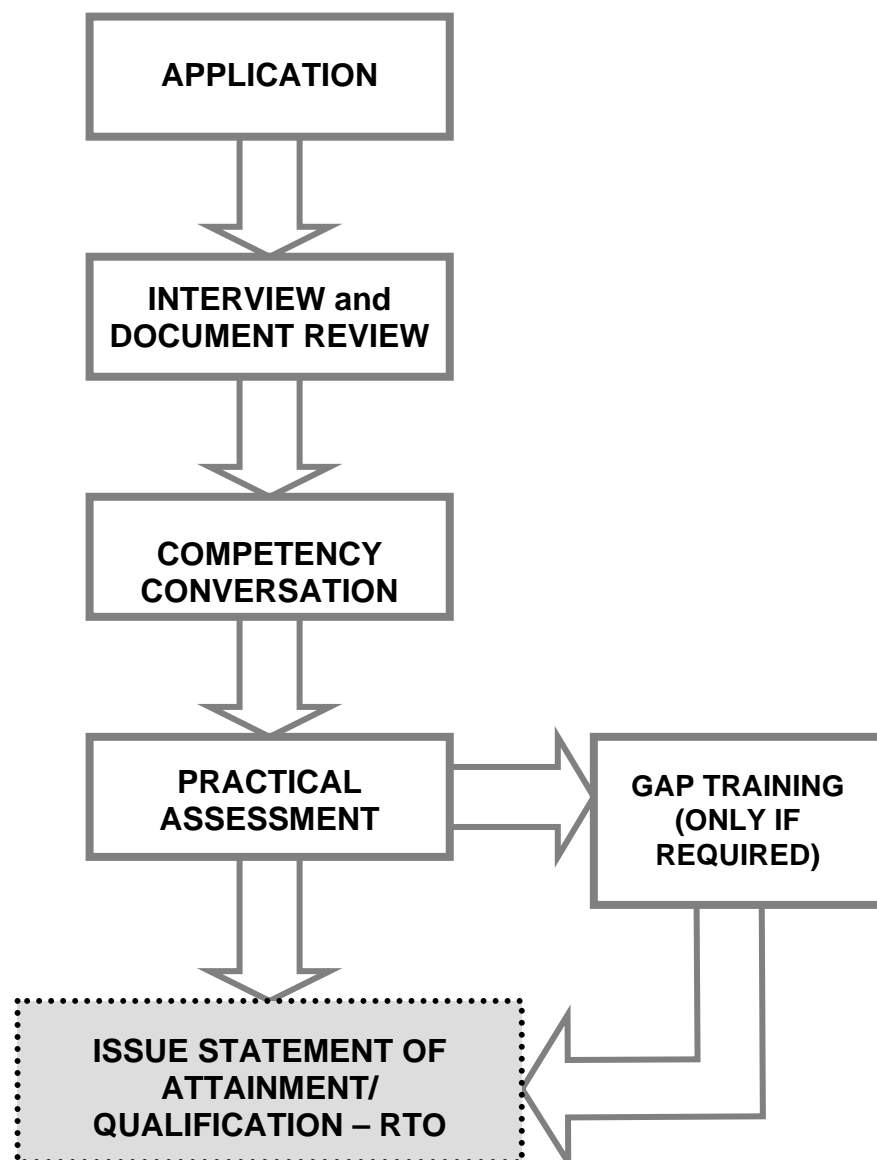
## COMPETENCIES IN THIS RPL ASSESSMENT TOOL

Unit Code	Unit Title	Questions
		✓
		✓
		✓
		✓
		✓



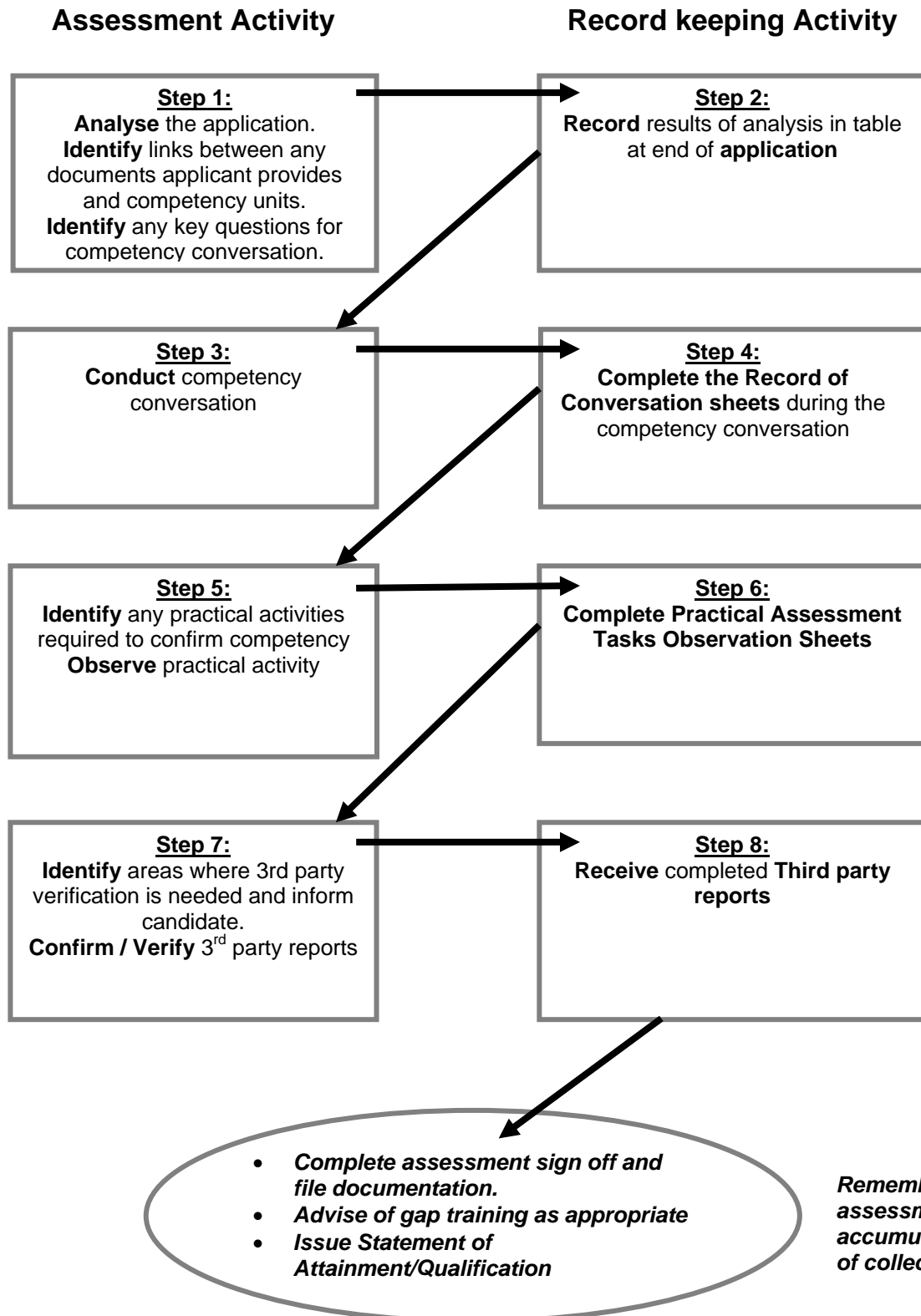
## OVERVIEW OF RECOGNITION PROCESS

This kit has been developed to streamline the application for recognition of prior learning.





## RPL ASSESSMENT PROCESS FLOWCHART FOR ASSESSORS



*Remember RPL assessment is an accumulative process of collecting evidence*



## STEPS IN THE RPL PROCESS

### 1. Complete application

The candidate completes the application forms in **SECTION B**. It is important candidates provide as much information of their previous experience in the business sector as is available.

Documents that may be available include but are not limited to:

- any licences
- brief CV or work history
- certificates/results of assessment
- indentures/trade papers
- certificates/results of assessment – interstate/overseas
- certificates/results of assessment – universities
- results/statement of attendance/certificates – vendor training courses, in-house courses, workshops, seminars, symposiums
- results/statements of attendance/ certificates – club courses e.g. first aid, officials, surf life saving, etc
- tickets held eg forklift, crane, etc
- photographs of work undertaken
- diaries/task sheets/job sheets/log books
- site training records
- site competencies held record membership of relevant professional associations
- hobbies/interests/special skills outside work
- references/letters from previous employers/supervisors
- industry awards
- any other documentation that may demonstrate industry experience

Candidates also need to provide contact details for one or two referees who can confirm their industry skills in context and over time.

To have skills formally recognised under the Australian Qualifications Framework, you must ensure the candidate's skills meet industry standards.

### 2. Interview about candidate's documentary information

Review the information provided by the candidate and arrange a time for both you and the candidate to discuss. Begin alignment of documentation and skills to the following qualifications:

#### **ICA05 Information & Communication Technology Training Package**

ICA30105 Certificate III in Information Technology

ICA40405 Certificate IV in Information Technology (Networking)

ICA40805 Certificate IV in Information Technology (Multimedia)

ICA50905 Diploma in Information Technology (Multimedia)

ICA50705 Diploma in Information Technology (Software Development)



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The candidate will have the opportunity to discuss and identify previous experience with you. The available documents are step one in collecting information and you will need to determine which units of competency, if any, are fully covered at this stage. You use your own or your RTO's assessment recording forms to record this stage of the assessment.

There may be instances where the candidate has little, or no, documentary information of industry experience. This is **not** a barrier to gaining recognition. This will just require you to rely on the questioning, practical assessment and referee validation phases of the RPL process.

### 3. Questions for the Competency Conversation

The bank of questions in **SECTION C** is the next phase in collecting evidence for the RPL process. The questions are designed to enable you to have a "competency conversation" with the candidate to further gain evidence of their past experience. **REMEMBER**, the primary focus is on the candidate's experience.

Each question has "key points" to look for in responses. You may use the list of key points to formulate questions of your own if you wish, or contextualise the question to the candidate's particular work situation. The Record of Conversation sheets indicate relevant content that should be sought. Place a tick next to each key point as you hear this topic being discussed during the conversation. You should read the "industry requirements" of each competency before the candidate answers the questions posed. You may also target the assessment to those aspects that present the *greatest risk* in the industry. Questions are aligned with the relevant unit/s of competency in **SECTION G**.

It is not intended every question for all competencies is asked, only those competencies the initial interview about the candidate's documentary evidence has failed to **fully** address. The question bank covers most but not all units in the kit. Units without questions are covered in the practical assessment/scenario section.

### 4. Practical assessment tasks

It is important that you use both Steps 3 (Questioning) and 4 (Practical Assessment) in doing this assessment. The RPL process is a streamlined RPL process which **does not** rely solely on practical assessment but uses a combination of questioning and practical to provide evidence of candidate competence.

This is the third phase in collecting evidence. A practical skills test is then conducted by you at the candidate's workplace or another suitable venue. Appropriate permission must be sought before entering workplaces.

This is a further opportunity for candidate to demonstrate competence. It is expected the practical assessment will comprise **only those competencies** the candidate is still unable to demonstrate knowledge/experience in after documentary review and questioning have been applied. These assessments contain the practical skills and application of knowledge for the qualification. A number



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of holistic practical assessments are included in this kit (**SECTION D**) to assist you with tasks suitable for observation on the job.

You decide if the response to questions and practical assessment tasks fulfils the requirements of the standard and may choose to pursue the issue further for a determination to be made. The assessment is a conversation/observation, not an exam, and you are encouraged to assist candidates to focus responses toward relevant issues.

Assessing through observation and questioning, particularly on the job, will speed up and streamline the RPL assessment process.

**NOTE:** Where candidate's documentation and questions meet the assessment requirement, it is still strongly recommended the candidate undertake one practical assessment so you are confident in making a judgement of "competent". The practical assessment selection should be negotiated between you and the candidate.

Recording sheets for candidate information, questioning and the practical assessments have been included in **SECTION D**. You may use other recording mechanisms provided these also keep a complete record of assessment *and justification of judgement*. Candidate responses, observations of skills demonstrated and documents presented as evidence must be noted in enough detail so anyone external to the process (e.g. a fellow assessor, auditor, lawyer, etc) can read the record and retrace your judgement.

## 5. Gap training

RPL is an assessment process designed to show areas of competence and to identify IF a candidate has gaps in skills and knowledge against a whole qualification.  
Not all candidates will have skill/knowledge gaps.

If a candidate has skills gaps, a pathway to complete training in the outstanding units can be negotiated to assist the client to gain the full qualification.





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## SECTION B

### *Candidate Information and Application Forms*

You give this information to the candidate for them to read about the RPL process and to complete the appropriate forms.



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## TIPS AND HINTS TO HELP YOU PREPARE FOR RECOGNITION

To have skills formally recognised in the national system, assessors must make sure you have the skills and knowledge to meet the industry standard. This means you must be involved in a careful and comprehensive process that covers the content of all unit/s or qualification/s you can be recognised for.

Assessment happens in a variety of ways. Being prepared can save you valuable time and hassle and make the recognition process stress-free for you.

Here are some tips and hints for you:

1. Be prepared to talk about your job roles and your work history. Bring a resume or jot down a few points about where you have worked, either paid or unpaid, and what you did there.
2. Bring your position description and any performance appraisals you have from any business, shops or facilities you have worked in.
3. Consider the possibilities for workplace contact. Are you in a workplace that is supporting your goals to get qualified? Would you feel comfortable to have the assessor contact your workplace or previous workplaces so your skills can be validated?
4. Think about who can confirm your skill level. Think about current or recent supervisors who have seen you work in the past 18 months and will be able to confirm your skills. The assessor will need to contact them. You may also have community contacts or even clients themselves who can vouch for your skills level.
5. Collect any certificates from in-house training or formal training you have done in the past.
6. You can speak with your training organisation about other ways you can show your skills in business. These could be letters from employers, records of your professional development sessions, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as they don't show client details) or other relevant documents.



## STEPS IN THE RPL PROCESS

### Step 1 – Provide information of your skills and experience

Complete the attached forms and provide as much information of your previous experience in the business environment as you can. This is your first opportunity (and not the last) to provide proof of your variety of experience in the industry. Here you can supply examples of your work history which could include:

#### General employment documents

- brief CV or work history
- position descriptions
- certificates/results of assessment
- details of in house courses, workshops, seminars, orientation or induction sessions
- references/letters from previous employers/supervisors

#### Workplace documents

- any licences
- brief CV or work history
- certificates/results of assessment
- indentures/trade papers
- certificates/results of assessment – interstate/overseas
- certificates/results of assessment – universities
- tickets held eg forklift, crane, etc photographs of work undertaken
- diaries/task sheets/job sheets/log books
- site training records
- site competencies held record
- membership of relevant professional associations
- hobbies/interests/special skills outside work
- references/letters from previous employers/supervisors
- industry awards
- any other documentation that may demonstrate industry experience

Depending on the industry you have worked in, you may or may not have documentary evidence available. This should not deter you from seeking RPL as the Assessor will work with you during the RPL process.

You will also need to supply contact details of one or two work referees who can confirm your skills in the industry.

### Step 2 – Conversation with Assessor

An assessor will review the information you have provided (usually with you) and begin to match up your skills to the units/subjects in the qualification. At this point, you will have the opportunity to discuss and identify your previous experience with the assessor who will understand your industry experience and conduct a competency conversation with you. You will be required to answer business related questions to identify your current skills.



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### **Step 3 – Practical demonstration of your skills**

The assessor will conduct a practical skills test at your workplace (if appropriate) or at another suitable venue. This, again, is an opportunity to demonstrate your level of competence. This assessment will be focussed on skills that are required in the qualification. Your assessor will identify the skills that he/she will want you to demonstrate.

#### **Further steps**

After the assessment, your assessor will give you information about the skills that have been recognised and whether you have gained the full qualification. If you do have skill gaps, these may be addressed through flexible training.





## Student RPL Application Form

Course code.....

Course name.....

Family name .....

Given names .....

Address .....

.....

Contact phone numbers .....

**What is the highest level of education you have completed? (attach verified copies of qualifications)**

- Secondary School Year 10
- Secondary School Year 11
- Secondary School Year 12
- TAFE Certificate
- TAFE Diploma
- University Undergraduate Degree
- University Postgraduate Degree

	Name of institution
	.....
	Name of qualification
	.....

### Privacy Statement

Information is collected on this form and during your enrolment in order to meet Windsor Institute of Commerce obligations under the ESOS Act and the National Code 2007; and to ensure student compliance with the conditions of their visas and their obligations under Australian immigration laws generally. The authority to collect this information is contained in the Education Services for Overseas Students Act 2000, the Education Services for Overseas Students Regulations 2001 and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007. Information collected about you on this form and during your enrolment can be provided, in certain circumstances, to the Australian Government and designated authorities and, if relevant, the Tuition Assurance Scheme and the ESOS Assurance Fund Manager. In other instances information collected on this form or during your enrolment can be disclosed without your consent where authorised or required by law.

Under the National Privacy Principles you can access personal information held on you and you may request corrections to information that is incorrect or out of date.



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Student signature.....

Date.....



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**Indicate any other education or training you have completed**

Year(s)	Institution	Course Name	Skills Gained

**Attach photocopies of evidence of training and education. If insufficient space attached additional pages to the application**



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Indicate any life experience that may be relevant (things you have done in your life which have given you skills relevant to this course e.g. running a family business, being a member of a club or committee)

Year(s)	Organisation	Role	Skills Gained

Attach photocopies of evidence of life experience. If insufficient space attached additional pages to the application



Indicate any employment experience that may be relevant.

Year(s)	Employer	Role	Skills gained

Attach photocopies of evidence of employment (e.g. letter from your employer). If insufficient space attached additional pages to the application Self-assessment – match your skills, as listed in the previous four sections, with the course learning outcomes. You will need to obtain a copy of the course from **\*\*Name of Provider\*\*** to complete this section.



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Course Learning Outcomes	My skills from education, training, life and employment



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**Competency based on RPL has been granted for the following Units**

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**Assessor signature..... Date:**

**Student signature..... Date:**



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## SECTION C

### *Competency Conversation*

**This section assists the assessor in documenting the competency conversation.**

**Do NOT give this section to the candidate.**

Once you have assessed the candidate's documentary information and determined which competencies you still require more information/evidence on, you use the question bank and Record of Conversation sheets in this section to document evidence of past experience. It is not intended that every question for all competencies be discussed during the conversation, only those competencies the initial documentary review has failed to fully address.

Each question has "key points" to look for in responses. You may use the list of key points to formulate questions of your own if you wish, or contextualise or rephrase the suggested question to the candidate's particular work situation. The questions are not intended to be a formal 'script' for the assessor to follow, but to provide guidance in exploring the range of the candidate's skills, knowledge and experience in performing a particular task or function.

The Record of Conversation sheets indicate relevant content that should be sought. Place a tick next to each key point as you hear this topic being discussed during the conversation. In doing so, you are making a statement of fact about what you hear the candidate say during the competency conversation. Use the Comments section to provide further detail about the context of the discussion or briefly outline any examples discussed by the candidate. You may also use the Comments section to make a brief analysis of the responses or summary judgements about the quality of the candidate's responses in relation to the requirements of the competency standard.

Remember, the notes you take about this conversation are important evidence and should be retained in the candidate's assessment record.



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### QUESTION BANK – list questions here for quick reference

1	
2	
3	



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## RECORD OF CONVERSATION

### Unit code – Unit name

CANDIDATE'S NAME: \_\_\_\_\_ ASSESSOR'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Question 1

Question 2

Question 3

<b>KEY POINTS</b> The candidate's response should evidence the following	<b>INDUSTRY REQUIREMENTS</b> These must be evidenced in the candidate's response	Indicate if response addresses KP and IR	<b>COMMENTS</b> Record other key points and examples from conversation. Identify whether a practical assessment is warranted.
Question 1			
Question 2			
Question 3			



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<b>KEY POINTS</b> The candidate's response should evidence the following	<b>INDUSTRY REQUIREMENTS</b> These must be evidenced in the candidate's response	Indicate if responses address KP and IR	<b>COMMENTS</b> Record other key points and examples from conversation. Identify whether a practical assessment is warranted.



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## SECTION D

### *Practical Tasks and Observation Recording Sheets*

You use this section to assist you in determining a candidate's competency in those areas where they have not yet successfully demonstrated their skills, knowledge and prior experience. Therefore, candidates are not required to complete all tasks. You select tasks after considering available evidence collected through previous phases and according to context and needs of each candidate.



## PRACTICAL TASKS

Candidates are **not** required to complete **all** tasks. The Assessor is to select tasks after considering available evidence collected through previous phases and according to the context and needs of each candidate.

Unit of Competency	Practical Task
	Task 1
	Task 2
	Task 3



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## OBSERVATION RECORDING SHEET

### Practical Tasks

CANDIDATE'S NAME:..... SIGNATURE: ..... DATE: .....

ASSESSOR'S NAME:..... SIGNATURE: ..... DATE: .....

LOCATION:.....

**NB:** The skills listed below must be verified by a competent assessor through observed demonstration either in the candidate's workplace as part of the candidate's normal work duty OR as part of a practical assessment/demonstration set by the assessor.

Unit and element covered in task	Task No.	Observable behaviours in task	Industry requirements	Assessor's comments	Indicate if behaviour observed	Date assessed
	1					



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OBSERVATION RECORDING SHEET  
**Practical Tasks**

**CANDIDATE'S NAME:**..... **SIGNATURE:** .....**DATE:** .....

**ASSESSOR'S NAME:**..... **SIGNATURE:** .....**DATE:** .....

**LOCATION:**.....

**NB:** The skills listed below must be verified by a competent assessor through observed demonstration either in the candidate's workplace as part of the candidate's normal work duty OR as part of a practical assessment/demonstration set by the assessor.

Unit and element covered in task	Task No.	Observable behaviours in task	Industry requirements	Assessor's comments	Indicate if behaviour observed	Date assessed
	2					



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OBSERVATION RECORDING SHEET  
**Practical Tasks**

**CANDIDATE'S NAME:**..... **SIGNATURE:** .....**DATE:** .....

**ASSESSOR'S NAME:**..... **SIGNATURE:** .....**DATE:** .....

**LOCATION:**.....

**NB:** The skills listed below must be verified by a competent assessor through observed demonstration either in the candidate's workplace as part of the candidate's normal work duty OR as part of a practical assessment/demonstration set by the assessor.

Unit and element covered in task	Task No.	Observable behaviours in task	Industry requirements	Assessor's comments	Indicate if behaviour observed	Date assessed
	2					



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## SECTION E

### *Resources for Practical Tasks*

**in this section list resources candidate will require in order to perform those practical tasks identified**



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## SECTION F

### *Third Party Verification*

The preferred approach in gaining third party validation is to take the forms in this section to the candidate's previous employers or referees to gain confirmation of the candidate's skills against the required competencies. This would be done during a conversation or interview with these people.

It may be beneficial to make contact with the employers/referees early in the recognition process to make appointments, particularly if you have to travel some distance to visit them. This may be done on the same day as a practical assessment in the workplace if appropriate.

It is recommended that verification be obtained from one or two referees who can confirm the candidate's industry skills in context over time.



**Third Party Report**  
(Referee testimonial)

All people who verify your work are to complete the details below to ensure validity.

Qualification Code and Name	
<b>Candidate's name</b>	
<b>Referee's name</b> <i>(Name of person providing this evidence)</i>	Signature.....
<b>Position/title</b>	
<b>Workplace</b>	
<b>Workplace address</b>	
<b>Telephone numbers</b>	
<b>Email address</b>	
<b>Instructions</b>	As part of the assessment for Qualification Code and Name the candidate requires evidence from a third party (employer, supervisor or equivalent). This evidence will be used to validate the candidate's skills and experience.  A letter of support from the organisation validating a range of tasks performed by the candidate over a period of time is useful in identifying competence.

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)*

The candidate has regularly completed the following activities to an acceptable workplace/industry standard within this organisation. (list activities third party is required to sign for)

Skill to be signed for	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>



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Office use only:

**Assessors name:** \_\_\_\_\_

**Assessors signature:** \_\_\_\_\_

**Further comments or action to be taken**

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## SECTION G

### *Assessment Tables*



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Unit Code and Name	
Element 1	Performance Criteria
Element 2	
Element 3	
Element 4	
Unit Code and Name	
Element 1	
Element 2	
Element 3	
Element 4	
Unit Code and Name	
Element 1	
Element 2	
Element 3	
Element 4	



## SECTION H

### *Assessor's Evidence Summary Sheet*

The Assessor completes this table during the assessment to record the evidence collected. It is expected that this evidence summary sheet is attached to the evidence.

(Candidate to receive a copy of this sheet)

<b>Candidate's name</b>	
<b>Date</b>	

Unit Code	Unit Title	Evidence collected			Competency demonstrated
		Questions	Third Party Report	Documentary Evidence	

**Feedback to Candidate:**

<b>Candidate's signature</b>	
<b>Candidate's name</b>	
<b>Assessor's signature</b>	



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Unit Code	Unit Title	Evidence collected			Competency demonstrated
		Questions	Third Party Report	Documentary Evidence	
<b>Assessor's name</b>					
<b>Date</b>					



***Assessor's Judgment***

Candidate name:	
Position/Organisation:	
Contact Details:	

Assessor Name:	
Organisation:	
Contact details:	

Unit(s) of competency/qualification:	
Summary of evidence:	
Outcome:	
Additional Information/Appeals:	

Assessors' name .....

Signature ..... Date .....

Mobile .....