**Section 1: Complete this section once the RPL evidence has been reviewed.**

**APPLICANT DETAILS**

|  |  |
| --- | --- |
| First name: |  |
| Surname: |  |

**UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit code** | **Unit title**  |
| CUAPPR201 | Make simple creative work |

**RPL OUTCOME**

|  |
| --- |
| [ ]  Competent (C) |
| [ ]  Not yet competent (NYC) |

**ASSESSOR DETAILS**

|  |  |
| --- | --- |
| Assessor name: |  |
| Date assessed:  |  |

Section 2: Mapping the Evidence

In the table below, place ticks against the assessment instruments that were used as part of the RPL assessment:

|  |
| --- |
|[ ]  Portfolio |
|[ ]  Competency Discussion |
|[ ]  Observation Task |

In the table below, use ticks to indicate which instrument/s were used to successfully collect evidence for a competency standard. Do not place a tick if the evidence collected was deemed not yet satisfactory.

For example, if a candidate is assessed using the Observation Task and they demonstrated Satisfactory performance in the first task, you would place a cross in the Observation Task column for Performance Criteria 1.1, Knowledge Evidence 1 and Reading. E.G.:





|  |  |  |  |
| --- | --- | --- | --- |
| Competency Standard | Portfolio | Competency Discussion | Observation Task |
| **Elements and Performance Criteria** |
| 1.1 |[ ] [ ] [ ]
| 1.2 |[ ] [ ] [ ]
| 1.3 |[ ] [ ] [ ]
| 1.4 |[ ] [ ] [ ]
| 2.1 |[ ] [ ] [ ]
| 2.2 |[ ] [ ] [ ]
| 2.3 |[ ] [ ] [ ]
| 3.1 |[ ] [ ] [ ]
| 3.2 |[ ] [ ] [ ]
| 3.3 |[ ] [ ] [ ]
| 4.1 |[ ] [ ] [ ]
| 4.2 |[ ] [ ] [ ]
| 4.3 |[ ] [ ] [ ]
| **Performance Evidence** |
| PE1 |[ ] [ ] [ ]
| PE2 |[ ] [ ] [ ]
| PE3 |[ ] [ ] [ ]
| PE4 |[ ] [ ] [ ]
| **Knowledge Evidence** |
| KE1 |[ ] [ ] [x]
| KE2 |[ ] [ ] [ ]
| KE3 |[ ] [ ] [ ]
| KE4 |[ ] [ ] [ ]
| **Foundation Skills** |
| Learning |[ ] [ ] [ ]
| Reading |[ ] [ ] [ ]
| Oral Communication 1 |[ ] [ ] [ ]
| Oral Communication 2 |[ ] [ ] [ ]
| Numeracy 1 |[ ] [ ] [ ]
| Numeracy 2 |[ ] [ ] [ ]
| Navigate the world of work |[ ] [ ] [ ]
| Interact with others |[ ] [ ] [ ]
| Get the work done 1 |[ ] [ ] [ ]
| Get the work done 2 |[ ] [ ] [ ]
| Get the work done 3 |[ ] [ ] [ ]
| **Assessment Conditions** |
| tools, equipment and materials |[ ] [ ] [ ]
| studio and/or workshop facilities. |[ ] [ ] [ ]
| relevant information sources. |[ ] [ ] [ ]
| **Dimensions of Competency** |
| Task Skills |[ ] [ ] [ ]
| Task Management Skills |[ ] [ ] [ ]
| Contingency Management Skills |[ ] [ ] [ ]
| Job Role/Environment Skills |[ ] [ ] [ ]