**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: |  |

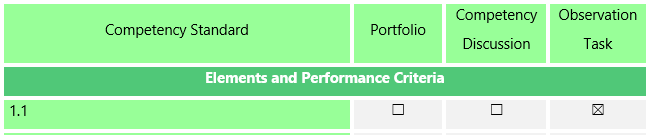
Section 2: Mapping the Evidence

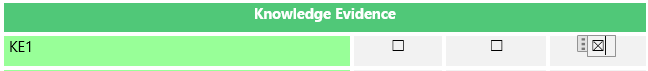
In the table below, place ticks against the assessment instruments that were used as part of the RPL assessment:

|  |  |
| --- | --- |
|  | 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 |  |  |  |
| 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 |  |  |  |