

Assessment Book

Multidisciplinary Family
Violence Intensive
Skills

Five-Day Program

AVERT
FAMILY VIOLENCE



**Collaborative Responses in
the Family Law System**



Australian Government
Attorney-General's Department

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ASSESSMENT BOOKLET

To accompany the AVERT Five Day Training Program: Multidisciplinary Family Violence Intensive Skills

Formal Assessment for National Competencies

This training program is aligned to the following two competencies within the Australian Qualifications Framework:

- CHCDFV811B – Respond to domestic and family domestic violence in family work
- CHCDISP804B – Create an environment that supports the safety of vulnerable parties in dispute resolution.

Throughout the program, specific learning tasks are facilitated that support the development and application of skills and knowledge for responding effectively to family violence. Participants may elect to have these learning tasks formally assessed by a qualified assessor. Those who successfully complete all assessment tasks will be awarded a Statement of Attainment for the above-named competency units, aligned to one of the following qualifications:

- CHC51108 Diploma of Children’s Contact Services Work
- CHC80208 Vocational Graduate Diploma of Relationship Counselling
- CHC80308 Vocational Graduate Diploma of Family Dispute Resolution

In order for a trainer to offer this formal assessment, the following requirements must be fulfilled:

- Participants must be enrolled with a Registered Training Organisation (RTO) scoped to deliver any of the above-named qualifications.

A list of the tasks in this program that can be formally assessed is located at the end of this document. These are clearly indicated within the *Multidisciplinary Family Violence Intensive Skills Five Day Program* by the following symbol: 📋

Please ensure that all tasks from participants enrolled for assessment are handed up to the relevant assessor.



Overview of Assessment Tasks

Assessment Tasks Days One - Four

Task 1

Dimensions and Dynamics of Family Violence Quiz

Participants will be required to select answers in a multiple choice quiz. Participants seeking to have this quiz formally assessed must provide correct answers to a minimum of 24 out of 26 questions.

Participants scoring less than 24 will be required to provide correct answers to the questions answered incorrectly until the minimum number of correct answers is met.

Task 2

Analyse the Dynamics of Family Violence

Using a testimonial provided during the training prepare a written response to the family violence dynamics presented in the testimonial. (1,000 word maximum)

Task 3

Impact of Family Violence on Children

Provide a detailed list of resources and referrals and how these can be utilised in your work in response to the issues for children revealed in the *Impact of Family Violence on Children* PowerPoint and follow up discussion.

Task 4

Working with Diversity

Provide a detailed written analysis of the issues presented in *Jaber and Zahra's Story* and describe your individual professional and organisational response to these issues.

Task 5

Risk Assessment and Safety Planning

Based upon *Tony and Jessica's Story*, complete the risk assessment form and from this information detail the approach you would use to establish a safety plan with Jessica.



Task 6

Engaging and Working with Users of Violence

Within your work role, provide a detailed outline of the strategies you would use to engage a user of violence that promotes accountability and upholds the safety, well being and welfare of vulnerable parties.

Task 7

Parenting Arrangements

Considering any of the case studies presented (*Tony and Jessica; Gary and Bronwyn; Jaber and Zahra*) describe the implications for parenting arrangements in the scenario and how you would respond to the dilemmas raised.

Task 8

Multidisciplinary Work, Collaboration and Referral

Present a detailed description or portrayal of the collaborative relationships your organisation has relating to its work in responding to family violence. This description or portrayal must also include clear referral pathways and procedures that encourage multidisciplinary work.



Assessment Tasks Day Five

Task 9

Risk Assessment (role play/simulation)

This role play simulation gathers evidence of your ability to conduct a screening and risk assessment process for a client accessing your service.

You will be required to take on the role of a worker conducting a risk assessment process with a client accessing your service. The client situation can be developed by you or a client case study provided.

Conduct the risk assessment while being observed by an assessor.

Task 10

Create a Safety Plan (role play /simulation)

Using the risk assessment information you have gathered in **Task 9** engage the client in a safety planning process.

You will be required to engage the client in the safety planning process while being observed by an assessor.

Task 11

Establish Ground Rules - for a couple or individual accessing your services where violence has been alleged (role play/simulation)

You will be required to undertake a role play/simulation with a couple or individual, where violence has been alleged, to establish ground rules for the couple when using or accessing your services, while being observed by an assessor.

This role play can be applied to couples accessing:

- Dispute Resolution
- Relationship Counselling
- Children's Contact Services.



Student Name: _____

Task 1

Dimensions and dynamics of family violence quiz

Participants will be required to select answers in a multiple choice quiz.

Purpose:

The purpose of this task is to gather evidence of your understanding of the nature, extent and dynamics of family violence within the Australian context.

Process:

- The quiz will be provided to you during the training program
- Participants seeking to have this quiz formally assessed must provide their completed quiz to the trainer assessor for checking
- Participants must provide correct answers to a minimum of 24 out of 26 questions
- Participants scoring less than 24 out of 26 questions will be required to provide correct answers to the questions answered incorrectly until the minimum requirement is met.

Assessment result:

Score _____ %

Competence Achieved

Further Evidence Required

Select only one

If Further Evidence Required is selected describe in detail the process undertaken to support the learner to achieve competence

Assessor Name _____

Assessor Signature _____

Date _____



Student Name: _____

Task 2

Analyse the dynamics of family violence

Purpose:

The purpose of this task is to gather evidence of your understanding of the dynamics of family violence and to analyse its presentation.

Process:

During the classroom program watch the testimonial presented from DVD 5.

Using the testimonial prepare a written document that clearly identifies the family violence presented in the testimonial (1,000 word maximum).

Assessment checklist	Assessor comments
Written response clearly identifies: Coercion and threats, for example: <input type="checkbox"/> making and/or carrying out threats to do something to hurt others <input type="checkbox"/> threatening to leave your partner, to commit suicide, to report others to welfare or other external authorities <input type="checkbox"/> making your partner drop charges <input type="checkbox"/> making your partner do illegal things	
Written response clearly identifies: Intimidation, for example making others afraid by using: <input type="checkbox"/> looks, actions, gestures <input type="checkbox"/> smashing things <input type="checkbox"/> destroying others' property	



Student Name: _____

Assessment checklist	Assessor comments
<input type="checkbox"/> abusing pets <input type="checkbox"/> displaying weapons (such as knives).	
Written response clearly identifies: Economic abuse, for example: <input type="checkbox"/> preventing others from getting or keeping a job <input type="checkbox"/> making others ask for money <input type="checkbox"/> giving others an allowance <input type="checkbox"/> taking others' money <input type="checkbox"/> not letting family others know about or have access to family income.	
Written response clearly identifies: Emotional abuse, for example: <input type="checkbox"/> putting others down <input type="checkbox"/> making others feel bad about themselves <input type="checkbox"/> calling others names <input type="checkbox"/> making others think they're crazy <input type="checkbox"/> playing mind-games <input type="checkbox"/> humiliating others <input type="checkbox"/> making others feel guilty.	



Student Name: _____

Assessment checklist	Assessor comments
<p>Written response clearly identifies:</p> <p>Gender privilege and social privilege, for example:</p> <ul style="list-style-type: none"><input type="checkbox"/> treating others like servants<input type="checkbox"/> making all the big decisions<input type="checkbox"/> acting like the 'owner' of others<input type="checkbox"/> assuming 'authority' from social standing<input type="checkbox"/> stereotypes<input type="checkbox"/> being the one to define male and female roles, or other social or familial roles.	
<p>Written response clearly identifies:</p> <p>Isolation, for example:</p> <ul style="list-style-type: none"><input type="checkbox"/> controlling what others do, who they see and talk to, what they read, where they go<input type="checkbox"/> limiting others' outside involvement<input type="checkbox"/> using jealousy or envy to justify actions.	
<p>Written response clearly identifies:</p> <p>Children, for example:</p> <ul style="list-style-type: none"><input type="checkbox"/> making others feel guilty about the children<input type="checkbox"/> using the children to relay messages<input type="checkbox"/> using visitation to harass others<input type="checkbox"/> threatening to take the children away.	



Student Name: _____

Assessment checklist	Assessor comments
<p>Written response clearly identifies: Minimising, denying and blaming, for example:</p> <ul style="list-style-type: none"><input type="checkbox"/> Making light of abuse and not taking others' concerns about it seriously<input type="checkbox"/> Saying the abuse didn't happen<input type="checkbox"/> Shifting responsibility for abusive behaviour<input type="checkbox"/> Saying others caused it.	

Task 2 - Assessment Decision

Competence Achieved

Further Evidence Required

Select only one

If Further Evidence Required is selected describe in detail the process undertaken to support the learner to achieve competence

Assessor Name _____

Assessor Signature _____

Date _____



Student Name: _____

Task 3

Develop a detailed list of resources, referrals, processes and protocols to support children living with and/or exposed to family violence

Purpose:

The purpose of this task is to gather evidence of your ability to identify age appropriate referral and support agencies and services and processes and protocols suitable for working with children exposed to or living with family violence.

Process:

View and review either the *Impact of Family Violence on Children* PowerPoint or *Impact on Children Expert Discussion* by Dr Jennifer McIntosh and Professor Lawrence Moloney on DVD 3.

Develop a detailed list of age appropriate referral and support services and agencies and processes and protocols that can be made available to respond to the specific issues for children.

Assessment checklist	Assessor comments
Specific age range is defined	
Services include: <input type="checkbox"/> Domestic violence services <input type="checkbox"/> Specialist family violence workers <input type="checkbox"/> Lawyers <input type="checkbox"/> Counsellors <input type="checkbox"/> Mental health practitioners <input type="checkbox"/> Community welfare agencies <input type="checkbox"/> Child support <input type="checkbox"/> Centrelink <input type="checkbox"/> Child protection agencies <input type="checkbox"/> Children’s contact services <input type="checkbox"/> Family relationship centres	



Student Name: _____

Assessment checklist	Assessor comments
<input type="checkbox"/> Parent educators <input type="checkbox"/> Behaviour change groups	
Protocols: <input type="checkbox"/> Documented questionnaires <input type="checkbox"/> Defined questions <input type="checkbox"/> Measures and rating scales <input type="checkbox"/> Child focussed approach	
Processes: <input type="checkbox"/> Age appropriate methods of relating to and eliciting perceptions, information and responses from children	

Task 3 - Assessment Decision

Competence Achieved

Further Evidence Required

Select only one

If Further Evidence Required is selected describe in detail the process undertaken to support the learner to achieve competence

Assessor Name _____

Assessor Signature _____

Date _____



Student Name: _____

Task 4

Provide a detailed written analysis of professional and organisational responses to working with CALD communities in the context of family violence

Purpose:

The purpose of this task is to gather evidence of your ability to identify and articulate responses suitable for working with culturally and linguistically diverse (CALD) communities within the context of family violence.

Process:

View *Jaber and Zahra's Story* and the Professional Commentary by *Mark Murdoch, Judy Saba* and *Dina Lioumis* related to this scenario on DVD 2.

Develop and detail professional and organisational responses to working with CALD communities.

Assessment checklist	Assessor comments
<p>Professional responses include:</p> <ul style="list-style-type: none"><input type="checkbox"/> Being part of a network of services<input type="checkbox"/> Mentoring other staff within and outside of own agency<input type="checkbox"/> Undertaking education and training<input type="checkbox"/> Being aware of barriers<input type="checkbox"/> Seeking assistance and recognising limitations of own role<input type="checkbox"/> Building knowledge and understanding of cultural issues that arise when working with diverse communities<input type="checkbox"/> Establishing and maintaining community links.	



Student Name: _____

Assessment checklist	Assessor comments
<p>Organisational responses include:</p> <ul style="list-style-type: none"><input type="checkbox"/> Staff and management reflect cultural diversity of community<input type="checkbox"/> Cultural awareness and training provided to staff<input type="checkbox"/> Training in the use of interpreters and interpreter services provided<input type="checkbox"/> Networks established with ethno-specific services<input type="checkbox"/> Information available in different languages<input type="checkbox"/> Links maintained with culturally appropriate services<input type="checkbox"/> Supporting clients to access community resources and government benefits<input type="checkbox"/> Ensuring services are relevant to clients and respect cultural/religious beliefs.	



Student Name: _____

Task 4 - Assessment Decision

Competence Achieved

Further Evidence Required

Select only one

If Further Evidence Required is selected describe in detail the process undertaken to support the learner to achieve competence

Assessor Name _____

Assessor Signature _____

Date _____



Student Name: _____

Task 5

Describe and justify the approach you would implement to establish a safety plan

Purpose:

The purpose of this assessment is to gather evidence of your ability to detail and describe an approach to safety planning based upon the identification and assessment of risk to vulnerable parties.

Process:

View *Tony and Jessica’s Story* on DVD 2.

Complete the risk assessment form to assess risk factors for Jessica.

Based upon the risk assessment detail the approach you would implement to safety plan with Jessica.

Assessment checklist	Assessor comments
Risk factors for Jessica are identified including: <ul style="list-style-type: none"> <input type="checkbox"/> Tony’s obsession with Jessica <input type="checkbox"/> Length of time process has taken <input type="checkbox"/> Tony’s isolation <input type="checkbox"/> Tony’s stalking and escalation of behaviours <input type="checkbox"/> Jessica is worn down and “over it”. 	
Safety planning approach is described in detail and includes: <ul style="list-style-type: none"> <input type="checkbox"/> Documented safety strategies <input type="checkbox"/> Jessica’s protective factors are identified <input type="checkbox"/> Procedures support Jessica to attend safely <input type="checkbox"/> Organisational arrangements support and promote safety <input type="checkbox"/> Role model non-violent communication and interaction 	



Student Name: _____

Assessment checklist	Assessor comments
<input type="checkbox"/> Ensure networks and referral services are aligned and responsive to Jessica's needs.	

Task 5 - Assessment Decision

Competence Achieved

Further Evidence Required

Select only one

If Further Evidence Required is selected describe in detail the process undertaken to support the learner to achieve competence

Assessor Name _____

Assessor Signature _____

Date _____



Student Name: _____

Task 6

Detail the strategies and process you would use to engage a user of violence

Purpose:

The purpose of this assessment is to gather evidence of your ability to identify strategies and processes to engage users of violence and in particular practices that promote accountability and encourage behaviour change and avoid collusion.

Process:

View *Tony and Jessica's Story* on DVD 2.

Based upon the information within this story identify the particular practices you would implement to engage the user of violence.

Assessment checklist	Assessor comments
<p>Practices identified ensure:</p> <ul style="list-style-type: none"><input type="checkbox"/> Accountability for violent behaviour or tactics is located with user of violence<input type="checkbox"/> Violent behaviour is named and the experience of people subjected to violence is reviewed<input type="checkbox"/> Relevant legal information is explained<input type="checkbox"/> Impact of violence on children is understood<input type="checkbox"/> Respectful interaction<input type="checkbox"/> Honesty<input type="checkbox"/> Concern for the safety of children<input type="checkbox"/> Transparency of worker interaction and actions with:<ul style="list-style-type: none">■ Users of violence■ People experiencing violence■ Promotion of behaviour change.	



Student Name: _____

Task 6 - Assessment Decision

Competence Achieved

Further Evidence Required

Select only one

If Further Evidence Required is selected describe in detail the process undertaken to support the learner to achieve competence

Assessor Name _____

Assessor Signature _____

Date _____



Student Name: _____

Task 7

Identify responses to dilemmas associated with parenting arrangements

Purpose:

The purpose of this assessment is to gather evidence of your ability to identify appropriate responses to parenting arrangement dilemmas based upon your understanding of family violence dynamics and family, couple and child dynamics.

Process:

View any of the scenarios on DVD 2: *Tony and Jessica's Story*; *Gary and Bronwyn's Story*; or *Jaber and Zahra's Story*.

Identify dilemmas and describe an appropriate response.

Assessment checklist	Assessor comments
<ul style="list-style-type: none"><input type="checkbox"/> Practitioner dilemmas are identified<input type="checkbox"/> Responses to dilemmas take into account:<ul style="list-style-type: none">■ Impact of family violence on children■ Use of child focussed techniques■ Individual right to safety■ Quality parenting■ "Shared Care"■ Child development■ Ethical standards■ Collaborative approaches and alliances.	



Student Name: _____

Task7 - Assessment Decision

Competence Achieved

Further Evidence Required

Select only one

If Further Evidence Required is selected describe in detail the process undertaken to support the learner to achieve competence

Assessor Name _____

Assessor Signature _____

Date _____



Student Name: _____

Task 8

Develop a detailed description or portrayal of your professional and organisational collaborative relationships in response to clients and families where family violence is identified

Purpose:

The purpose of this task is to gather evidence of your understanding of multidisciplinary work through the clear identification of appropriate multidisciplinary referral and support points both professionally and organisationally.

Process:

View the Expert Discussion Panel *Joint Family Violence Committee* (Family Court and the Federal Magistrates Court) on DVD 4.

Develop a detailed description or portrayal of:

- your professional and organisational place in the system responding to family violence
- pathways to and from other services or professionals
- how these pathways are to be coordinated and facilitated for clients
- how information will be shared.

Assessment checklist	Assessor comments
Description or portrayal of professional and organisational collaborative responses includes: <ul style="list-style-type: none"> <input type="checkbox"/> professional and organisational place within the system <input type="checkbox"/> clearly identified pathways <input type="checkbox"/> services and workers across occupational groups <input type="checkbox"/> information to be shared <input type="checkbox"/> co-ordination and facilitation of pathways. 	



Student Name: _____

Task 8 - Assessment Decision

Competence Achieved

Further Evidence Required

Select only one

If Further Evidence Required is selected describe in detail the process undertaken to support the learner to achieve competence

Assessor Name _____

Assessor Signature _____

Date _____



Student Name: _____

Assessment Day Tasks

Task 9

Conduct a risk assessment (role play/simulation)

Purpose:

The purpose of this assessment is to gather evidence of your skills and knowledge to implement a risk assessment process.

Process:

- You will be conducting a risk assessment in a role play simulation as the worker
- Fellow program participants will role play the client
- These roles will be alternated during the assessment day
- The risk assessment tool will be provided to you
- The role play simulation can be based upon a scenario provided by the facilitator, or you may elect to develop your own
- Prior to the role play you will have time to brief the client and establish the environment and become familiar with the risk assessment tool
- Conduct the risk assessment role play simulation in the classroom
- Your role play simulation will be observed by an assessor who will use the assessment task checklist below
- You will be provided with immediate feedback from the assessor on your performance.



Student Name: _____

Role play simulation checklist	Assessor comments
<ul style="list-style-type: none"><input type="checkbox"/> Questioning and active listening techniques are applied to establish and maintain an effective relationship with the client<input type="checkbox"/> Knowledge of the social, historical, political and economic context of domestic and family violence is applied within the context of counselling<input type="checkbox"/> Assessment skills are utilised to identify power relations and controlling behaviour<input type="checkbox"/> Violence identified is named and its impact is explored<input type="checkbox"/> Accountability for violence is located with the user of violence<input type="checkbox"/> Explanations and excuses for the use of violence are appropriately challenged<input type="checkbox"/> Strategies implemented to respond to identified violence take into account the physical and emotional safety of client<input type="checkbox"/> The client is informed about legal frameworks and processes relating to domestic and family violence<input type="checkbox"/> Any potential volatility is responded to and calmed.	



Student Name: _____

Task 9 - Assessment Decision

Competence Achieved

Further Evidence Required

Select only one

If Further Evidence Required is selected describe in detail the process undertaken to support the learner to achieve competence

Assessor Name _____

Assessor Signature _____

Date _____



Student Name: _____

Task 10

Create a safety plan

Purpose:

The purpose of this assessment is to gather evidence of your ability to clearly identify risk as described by a client during intake and to engage this client in safety planning.

Process:

- Complete the risk assessment activity in **Task 9**
 - From the information gathered in this task clearly identify the risk factors for the client
 - In a role play simulation engage your client in a safety planning process.
- Or**
- Using information from a scenario provided by the facilitator, conduct the safety planning process while being observed by an assessor who will use the assessment task checklist below.
 - You will be provided with immediate feedback from the assessor on your performance.

Role play simulation checklist	Assessor comments
<ul style="list-style-type: none"> <input type="checkbox"/> Interpersonal skills are utilised to establish a professional relationship <input type="checkbox"/> A safe environment is collaboratively established with the client <input type="checkbox"/> All responses are sensitive to the client's individual needs <input type="checkbox"/> All responses reflect and uphold the clients rights to: <ul style="list-style-type: none"> ■ Safety ■ Confidentiality. ■ Self determination <input type="checkbox"/> All responses place responsibility for violence with the user of violence 	



Student Name: _____

Role play simulation checklist	Assessor comments
<ul style="list-style-type: none"><input type="checkbox"/> Presenting issue is explored using sensitive questioning<input type="checkbox"/> Information about the impact of violence is respectfully presented<input type="checkbox"/> Risks to client safety are collaboratively identified and the degree and nature of the risk is sensitively responded to<input type="checkbox"/> Techniques are utilised to explore emotions and experiences<input type="checkbox"/> Accurate and relevant information is provided to develop an awareness and understanding of domestic and family violence<input type="checkbox"/> Client self determination and decision making is encouraged and supported<input type="checkbox"/> Client is supported to set personal goals and make informed choices that enhance their safety and the safety of their family<input type="checkbox"/> Client decisions are acknowledged and explored<input type="checkbox"/> Future and ongoing support issues are collaboratively identified<input type="checkbox"/> A range of appropriate services and resources are identified with the client<input type="checkbox"/> Level and nature of ongoing assistance is identified.	



Student Name: _____

Task 10 - Assessment Decision

Competence Achieved
Select only one

Further Evidence Required

If Further Evidence Required is selected describe in detail the process undertaken to support the learner to achieve competence

Assessor Name _____

Assessor Signature _____

Date _____



Student Name: _____

Task 11

Establish ground rules for a couple or individual accessing your services where violence has been alleged (role play/simulation)

Purpose:

The purpose of this task is to gather evidence of your ability to establish ground rules for an individual or couple where violence has been alleged. This assessment has a particular focus on your ability to develop trust and facilitate accurate and relevant information exchange and the application of skills to respond to issues which impact on a user of violence, their partner or family.

Process:

- In a simulation role play provided by the facilitator you will engage a client or couple in establishing ground rules to access your services based upon a scenario
- Fellow program participants will role play the client
- Conduct the role play simulation while being observed by an assessor who will use the assessment task checklist below.

You will be provided with immediate feedback from the assessor on your performance

This role play can be applied to couples or individuals accessing:

- Dispute Resolution
- Relationship Counselling
- Children's Contact Services
- Specialist Family Violence services.



Student Name: _____

Role play simulation checklist	Assessor comments
<ul style="list-style-type: none"> <input type="checkbox"/> Respectful communication <input type="checkbox"/> Active listening <input type="checkbox"/> Managing own roles and responsibilities <input type="checkbox"/> Clear communication <input type="checkbox"/> Use of goal setting strategies <input type="checkbox"/> Eliciting commitment to change <input type="checkbox"/> Determining boundaries <input type="checkbox"/> Establish a climate of complete disclosure <input type="checkbox"/> Transparent process and action. 	

Task 11 - Assessment Decision

Competence Achieved

Further Evidence Required

Select only one

If Further Evidence Required is selected describe in detail the process undertaken to support the learner to achieve competence

Assessor Name _____

Assessor Signature _____

Date _____