



*'Simplicity at its best'*



**SISOFLD001**

Assist in conducting recreation sessions

# Suggested Answers

In the following task, the student was assessed as;

Satisfactory

Not Yet Satisfactory

Assessor Name: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_

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

Any Assessor Comment:



## INSTRUCTIONS ON COMPLETING THIS TASK

1. Students must assist in 3 recreation sessions with their supervisor. For each session, students are required to:
  - Assist with:
    - i. Activity preparation.
    - ii. Participant preparation.
    - iii. Session activities while adhering to assigned roles and boundaries.
  - Communicate effectively:
    - i. Use clear and positively communication with participants.
    - ii. Ensure participants follow activity rules and safety procedures.
  - Debrief after each activity session:
    - i. Provide self-reflection.
    - ii. Discuss feedback with supervisor and participants.
  
2. **Part A** requires students to complete the following for each session:
  - Recreation Session details:
    - i. Activity, date and time.
    - ii. Your job role and responsibilities during the session.
  - Rules and safety procedures:
    - i. Identify one rule and one safety procedure required for participants.
  - Hazards and risks:
    - i. List potential hazards and risks, as discussed with your supervisor.
  - Emergency response:
    - i. Outline your role in the event of an emergency.
  - Debriefing and self-reflection:
    - Collect feedback from:
      - i. Supervisor: Describe participant behaviour, instruction adherence and group interaction.
      - ii. Participants Reflect on communication and knowledge delivery.
      - iii. Complete a self-reflection on areas for improvement and strengths demonstrated.
  
3. **Part B** requires students to work with a partner to role play scenarios provided by your trainer.
  1. Submit the following:
    - A list of steps taken during the scenario.
    - Reflection on how you can improve for future sessions.
    - Details of communication strategies used during the activity.

### **Additional notes:**

- Teachers will complete an observation checklist for each student during this task.
- Ensure all parts of the booklet are signed and submitted for assessment.



**Part A – Practical application**

Complete the below table by providing all the information required.

Recreation Session 1		
<b>Date</b>		<b>Time</b>
<b>Recreation Activity</b>		
<b>Job Role</b> (What was your assigned position e.g. Assistant)		
<b>What where your responsibilities in this role?</b> (Tasks performed during the session)	e.g. Prepared activity area etc	
<b>List 1 rule and 1 safety procedure that was required to be followed by participants</b> (List a rule and safety procedure that you needed to remind the participants about during the session)	<b>Rule</b> e.g. Always wear a helmet during the session.	<b>Safety Procedure</b> e.g. Ensure all equipment is checked before use.
Activity Session Preparation		
<b>Potential hazards and risks?</b> (Discuss and identify, with supervising leader, potential hazards and associated risks for the activity)	e.g. Slippery surfaces pose risk of falls	
<b>Emergency response procedures</b> (Outline what your role is in the event of an emergency incident in your activity)	e.g. Contact the supervising leader and assist participants to safe zone.	
Activity Session Debrief		
<b>Feedback from supervisor</b> (How did the participant interact with members of the group? Did they follow instructions? Communication was clear and concise?)		
<b>Feedback from participants</b> (How did the participants view your communication and knowledge of the activity?)	e.g. Participants appreciated clear instructions and guidance on technique..	
<b>Self-reflection on performance</b> (What aspects of your delivery today can you work on to improve in the future? What did you do really well today?)	<b>What did you do well:</b>  <b>What can you improve next time:</b>	

RTO Result - Satisfactory  Not Satisfactory



Recreation Session 2		
<b>Date</b>		<b>Time</b>
<b>Recreation Activity</b>		
<b>Job Role</b> (What was your assigned position e.g. Assistant)		
<b>What where your responsibilities in this role?</b> (Tasks performed during the session)	<i>e.g. Prepared activity area etc</i>	
<b>List 1 rule and 1 safety procedure that was required to be followed by participants</b> (List a rule and safety procedure that you needed to remind the participants about during the session)	<b>Rule</b> <i>e.g. Always wear a helmet during the session.</i>	<b>Safety Procedure</b> <i>e.g. Ensure all equipment is checked before use.</i>
Activity Session Preparation		
<b>Potential hazards and risks?</b> (Discuss and identify, with supervising leader, potential hazards and associated risks for the activity)	<i>e.g. Slippery surfaces pose risk of falls</i>	
<b>Emergency response procedures</b> (Outline what your role is in the event of an emergency incident in your activity)	<i>e.g. Contact the supervising leader and assist participants to safe zone.</i>	
Activity Session Debrief		
<b>Feedback from supervisor</b> (How did the participant interact with members of the group? Did they follow instructions? Communication was clear and concise?)		
<b>Feedback from participants</b> (How did the participants view your communication and knowledge of the activity?)	<i>e.g. Participants appreciated clear instructions and guidance on technique..</i>	
<b>Self-reflection on performance</b> (What aspects of your delivery today can you work on to improve in the future? What did you do really well today?)	<p><b>What did you do well:</b></p> <p><b>What can you improve next time:</b></p>	

RTO Result - Satisfactory  Not Satisfactory



Recreation Session 3		
<b>Date</b>		<b>Time</b>
<b>Recreation Activity</b>		
<b>Job Role</b> (What was your assigned position e.g. Assistant)		
<b>What were your responsibilities in this role?</b> (Tasks performed during the session)	<i>e.g. Prepared activity area etc</i>	
<b>List 1 rule and 1 safety procedure that was required to be followed by participants</b> (List a rule and safety procedure that you needed to remind the participants about during the session)	<b>Rule</b> <i>e.g. Always wear a helmet during the session.</i>	<b>Safety Procedure</b> <i>e.g. Ensure all equipment is checked before use.</i>
Activity Session Preparation		
<b>Potential hazards and risks?</b> (Discuss and identify, with supervising leader, potential hazards and associated risks for the activity)	<i>e.g. Slippery surfaces pose risk of falls</i>	
<b>Emergency response procedures</b> (Outline what your role is in the event of an emergency incident in your activity)	<i>e.g. Contact the supervising leader and assist participants to safe zone.</i>	
Activity Session Debrief		
<b>Feedback from supervisor</b> (How did the participant interact with members of the group? Did they follow instructions? Communication was clear and concise?)		
<b>Feedback from participants</b> (How did the participants view your communication and knowledge of the activity?)	<i>e.g. Participants appreciated clear instructions and guidance on technique..</i>	
<b>Self-reflection on performance</b> (What aspects of your delivery today can you work on to improve in the future? What did you do really well today?)	<b>What did you do well:</b>  <b>What can you improve next time:</b>	

RTO Result - Satisfactory  Not Satisfactory



## Part B – Case Studies

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### Case Study 1: Equipment Misuse

During a group kayaking session at a local waterway, participants were required to attend a pre-session briefing where they were introduced to the essential safety and operational guidelines. These guidelines were outlined in the Kayaking Safety Instructions document, which emphasised proper paddle handling, group adherence, and emergency procedures. The instructions included clear demonstrations of correct paddling techniques, such as forward and reverse strokes, and emphasised holding the paddle with both hands for stability and safety.

Each participant reviewed the document, practiced the techniques on land, and signed a compliance form acknowledging their understanding and agreement to follow the outlined rules.

As the session progressed, one participant, Alex, repeatedly ignored the paddle handling instructions despite clear guidance provided during the briefing. Instead of holding the paddle with both hands and using the correct strokes, Alex opted to use one hand or swung the paddle carelessly, endangering himself and others in the group. This behaviour created a risk of destabilising his kayak and potentially striking nearby participants.

The activity assistant (Brooke) observed this behaviour and immediately intervened to ensure Alex complied with the safety standards.

**Activity Assistant (Brooke):** "Alex, I noticed you're not holding the paddle correctly. Remember from the safety instructions you signed, it's important to keep both hands evenly spaced on the paddle for better control and to avoid accidents."

**Alex:** "Yeah, but I find it easier to use one hand sometimes."

**Activity Assistant (Brooke):** "I understand it might feel easier in the moment, but using one hand can lead to losing control of your kayak or accidentally hitting someone nearby. This is why we emphasize correct paddle handling in the rules. It's essential for your safety and for everyone else's on the water. Let me show you again how to position your hands for maximum control and comfort."

**Alex:** "Okay, I'll give it a go."

To reinforce the importance of compliance, Brooke provided a hands-on demonstration, showing Alex how to correctly position his hands on the paddle and explaining how proper technique enhances control and reduces risk. Alex eventually adjusted his behaviour and began paddling correctly, ensuring the safety and enjoyment of the entire group.

List 3-4 steps that Brooke took to resolve the issue:

- **Noticed Alex's incorrect paddle handling and its potential risks to himself and others.**
- **Reminded Alex of the safety instructions he had signed, emphasizing the importance of proper paddle handling.**
- **Explained the potential consequences of his actions, such as losing control or causing harm to others. Provided a hands-on demonstration to reinforce correct technique and encouraged compliance.**

What could Brooke improve when handling similar situations in the future?

- **Conduct additional checks during the session to identify and correct non-compliance early.**
- **Reinforce safety rules periodically during the session to ensure participants remain aware.**
- **Use positive reinforcement to motivate participants and reduce resistance.**
- **Incorporate peer observations, encouraging participants to help each other identify and correct errors.**



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What communication strategies did Brooke use? Provide examples.

- **Clear Instruction:** "Alex, you need to keep both hands evenly spaced on the paddle for better control and safety."
- **Empathy and Understanding:** "I understand it might feel easier in the moment, but..."
- **Reinforcement of Rules:** "Remember from the safety instructions you signed, this is critical for safety."
- **Demonstration:** "Let me show you again how to position your hands for maximum control."

During the kayaking session, Alex reports that his paddle is cracked and feels unstable, raising safety concerns about its continued use. Upon hearing this, the activity assistant (Brooke) promptly evaluates the paddle to confirm the damage and assess its severity.

Recognising the potential risk, the activity assistant (Brooke) immediately retrieves a replacement paddle from the spare equipment supply to ensure Alex can continue participating safely. Brooke then inspects the damaged paddle to determine if it can be temporarily repaired or requires removal from use.

The situation is documented, and the damaged paddle is reported to the equipment manager for further assessment and replacement if necessary. Throughout the process, Brooke reassures Alex, explaining the steps being taken to address the issue and ensuring that the session proceeds without further interruptions.

List 2 - 4 steps taken to deal with this equipment fault:

- **Evaluate the reported issue by inspecting the paddle for cracks or instability.**
- **Retrieve a replacement paddle from the spare equipment supply to ensure the participant's safety and continued involvement.**
- **Inspect the damaged paddle to determine whether it requires temporary repair or complete removal from use.**
- **Document the issue and report the damaged paddle to the equipment manager for further action.**
- **Reassure the participant by explaining the steps taken to resolve the issue and ensure safety.**

**RTO Result** - Satisfactory  Not Satisfactory



## Scenario 2: Disregarding Environmental Impact Rules

During a bushwalking session in a protected nature reserve, participants were given a comprehensive briefing before the activity began. The Bushwalking Safety Instructions document was used to outline key rules, including the importance of staying on designated paths to protect the delicate environment and avoid personal risk.

These guidelines emphasised respecting wildlife, minimising human impact on natural habitats, and adhering to group safety protocols. Participants practiced observing the flora and fauna from a distance during the briefing and signed a form acknowledging their understanding and agreement to comply with the rules.

The group embarked on their walk, enjoying the scenic surroundings and gaining insights from the guide about the local ecosystem.

Despite these preparations, one participant, Jamie, became increasingly distracted by the environment and eventually strayed off the marked trail to examine a plant up close. In doing so, Jamie inadvertently crushed some vegetation and startled a small bird nesting nearby.

This action not only disrupted the ecosystem but also posed a personal safety risk, as Jamie moved toward an area of unstable ground.

The activity assistant (Leigh), who was walking at the back of the group to monitor participants, noticed Jamie's actions and quickly intervened to manage the situation and prevent further disruptions.

**Activity Assistant (Leigh):** "Jamie, I've noticed you've left the designated path. Remember, one of our key safety rules is to stay on the trail to protect the environment and keep everyone safe."

**Jamie:** "I just wanted to get a closer look at that plant over there. It looked interesting."

**Activity Assistant (Leigh):** "I understand that it's fascinating to see these plants up close, but leaving the path can harm the delicate vegetation and disturb wildlife. Plus, some areas off the trail might not be stable or safe. Let's head back to the path together, and I'll show you how we can observe the plant responsibly from here."

The activity assistant (Leigh) guided Jamie back to the trail and took the opportunity to explain how even small disruptions can have lasting consequences for local flora and fauna.

They encouraged Jamie to use binoculars provided as part of the activity kit to get a closer look at plants or wildlife without leaving the trail. By redirecting Jamie's curiosity constructively, the activity assistant (Leigh) reinforced the importance of the safety rules while ensuring Jamie remained engaged and included in the activity.

List 3-4 steps Leigh took to resolve the issue:

- **Observed Jamie leaving the designated path and assessed the risks posed to the environment and Jamie's safety.**
- **Addressed Jamie's actions promptly by reminding him of the bushwalking safety rules and explaining the purpose behind staying on the trail.**
- **Redirected Jamie back to the marked trail, ensuring his curiosity was addressed in a constructive manner.**
- **Provided an alternative solution by using binoculars to observe the plant from a safe distance, maintaining Jamie's engagement while adhering to the rules.**

What could Leigh improve when handling similar situations in the future?

- **Implement additional check-in points during the walk to remind participants of key safety protocols and their importance.**



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- **Proactively discuss ways to satisfy curiosity safely, such as using binoculars or other tools, before the activity begins.**
- **Encourage participants to ask questions or share their observations with the group to foster collective learning and reduce the likelihood of individuals straying from the path.**

What communication strategies did Leigh use? Provide examples.

- **Clear Rule Reinforcement: Leigh reminded Jamie of the safety rules and their purpose by stating, "Remember, one of our key safety rules is to stay on the trail to protect the environment."**
- **Empathy and Validation: By acknowledging Jamie's curiosity with, "I understand that it's fascinating to see these plants up close," Leigh made Jamie feel heard while redirecting his actions.**
- **Constructive Redirection: Leigh guided Jamie back to the trail with a collaborative approach: "Let's head back to the path together, and I'll show you how we can observe the plant responsibly from here."**
- **Engagement Through Alternatives: Leigh offered Jamie a solution by suggesting the use of binoculars, allowing him to explore his interest safely while reinforcing compliance with the rules.**

During the bushwalking activity, Jamie's hiking boots begin to fall apart, with the sole of one boot detaching significantly. This unexpected issue raises concerns about Jamie's ability to continue the walk safely and comfortably. Upon noticing this, the activity assistant (Leigh) promptly intervenes to evaluate the damage and determine the best course of action.

Recognising the potential risk to Jamie's safety and mobility, Leigh retrieves emergency repair supplies, such as duct tape and spare laces, from the group's equipment kit. Leigh secures the loose sole temporarily, ensuring that Jamie can proceed safely with the group for the remainder of the activity. Throughout the process, Leigh closely monitors Jamie's comfort and continuously reassures him, explaining each step taken to manage the situation effectively.

After returning to the base, Leigh documents the incident and reports the faulty footwear to the equipment coordinator to prevent similar issues in the future. This ensures proper follow-up, including repairs or replacement for future activities. Leigh also discusses with Jamie the importance of inspecting personal equipment prior to such activities, reinforcing safety protocols and readiness for outdoor excursions.

List 2 - 4 steps taken to deal with this equipment fault:

- **Evaluate the Problem:**  
**Leigh inspects the detached sole to confirm the severity of the issue and determine whether it can be temporarily repaired during the activity.**
- **Apply a Temporary Fix:**  
**Using emergency repair supplies (e.g., duct tape or spare laces), Leigh securely fastens the loose sole to provide enough support for Jamie to continue walking safely.**
- **Monitor Participant Comfort:**  
**Leigh checks in with Jamie regularly to ensure the temporary fix is holding and that Jamie can proceed without discomfort or further risk.**
- **Report and Document the Incident:**  
**Upon returning to base, Leigh records the issue, reports it to the equipment coordinator, and discusses the importance of pre-checking footwear with Jamie to avoid similar issues in future activities.**

**RTO Result** - Satisfactory  Not Satisfactory



### Scenario 3: Ignoring Safety Briefings

A group of participants gathered at an indoor rock-climbing facility for a session led by instructor Steve. Prior to starting, Steve conducted a detailed safety briefing based on the Rock-Climbing Safety Instructions document.

The briefing emphasised essential safety measures, including pre-climb checks, proper climbing and belaying techniques, effective communication protocols, and emergency procedures. Steve demonstrated how to inspect harnesses, helmets, and climbing shoes for any signs of wear or damage. Additionally, he reminded participants to have their harnesses double-checked by an instructor before beginning the climb.

To ensure accountability, each participant signed a document acknowledging their understanding of and agreement to follow these safety guidelines.

Despite the comprehensive briefing and preparation, Sam, one of the participants, attempted to climb without confirming that his harness was secured properly. This disregard for safety protocols posed a significant risk to himself, his belayer, and nearby participants. The situation was further exacerbated by Sam's eagerness to start climbing, which led him to dismiss the importance of the safety checks.

As Sam began to climb, Steve noticed the oversight and acted swiftly to address the situation before an incident could occur.

**Activity Assistant (Steve):** "Sam, I noticed you're about to start climbing without checking your harness. We need to ensure it's secure before you begin."

**Sam:** "I think it's fine. I just want to start climbing."

**Activity Assistant (Steve):** "I understand the excitement, but it's crucial to follow all safety checks to prevent any accidents. Let's take a moment to properly check your harness."

Steve calmly guided Sam down from the climbing wall and proceeded to inspect the harness, ensuring it was securely fastened. He used the moment as an opportunity to re-emphasize the importance of safety protocols, explaining that skipping even one step could lead to serious consequences.

To further educate Sam, Steve briefly reiterated the role of harnesses in preventing injuries and demonstrated how to double-check the gear for future climbs. Once satisfied with the harness setup, Steve allowed Sam to resume climbing under close observation to ensure compliance with all safety measures.

List 3-4 Steve took to resolve the issue:

- **Observed Sam's actions and immediately intervened to stop him from climbing.**
- **Inspected Sam's harness to confirm it was properly secured.**
- **Re-emphasised the importance of following safety protocols to Sam.**
- **Allowed Sam to resume climbing under close supervision after ensuring compliance.**

What could Steve improve when handling similar situations in the future?

- **Consider implementing a mandatory checkpoint system where an instructor verifies each participant's gear before they approach the wall.**
- **Use visual aids or examples during the briefing to emphasize the risks of skipping safety checks.**
- **Encourage participants to double-check each other's gear as an additional layer of accountability.**



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What communication strategies did Steve use? Provide examples.

- **Clear Instruction:** "Sam, I noticed you're about to start climbing without checking your harness."
- **Empathy and Understanding:** "I understand the excitement, but it's crucial to follow all safety checks to prevent any accidents."
- **Constructive Guidance:** Steve demonstrated the proper way to check a harness, reinforcing the importance of safety without undermining Sam's enthusiasm.
- **Calm and Supportive Tone:** Steve maintained a calm demeanour, ensuring Sam felt supported while addressing the issue.

During the rock-climbing session, Sam's climbing harness shows visible signs of fraying and wear, particularly along the main straps. This unexpected discovery raises significant concerns about Sam's safety while climbing. Upon noticing the issue during a routine check, the activity assistant (Steve) promptly intervenes to assess the condition of the harness and determine the appropriate steps to ensure Sam's safety.

Recognising the potential hazard, Steve retrieves a spare harness from the facility's equipment supply, ensuring it meets all safety standards. He assists Sam in switching to the replacement harness, carefully adjusting it for a proper fit. While doing so, Steve explains the risks associated with using damaged gear and demonstrates how to conduct a thorough equipment inspection, emphasizing the importance of safety and preparation.

Throughout the session, Steve closely monitors Sam to ensure the replacement harness is functioning correctly and that Sam is comfortable and secure. At the end of the session, Steve documents the incident in the facility's equipment log and reports the faulty harness to the equipment coordinator for removal and replacement. To further reinforce safety awareness, Steve discusses with the group how to identify equipment wear and highlights the importance of proper gear maintenance.

List 2 - 4 steps taken to deal with this equipment fault:

- **Inspected Sam's harness to confirm it was unsafe due to visible signs of fraying and wear.**
- **Provided a replacement harness from the facility's supply and ensured it was properly fitted.**
- **Educated Sam on the risks of using worn equipment and demonstrated how to inspect gear for damage.**
- **Documented the faulty harness in the equipment log and reported it for removal and replacement.**

RTO Result - Satisfactory  Not Satisfactory



**Observation Checklist (TRAINER TO COMPLETE)**

<b>Unit code and title</b>	SISOFLD001 Assist in conducting recreation sessions.	
<b>The environment was set up with all resources, materials, technology and equipment for safe assessment</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Learner behaviour observed	Satisfactory	Comments if Not Satisfactory
1. The student has assisted in preparing in a total of three (3) separate recreation sessions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	What did the learner not do to not meet the criteria? When did s/he not do it? Why was the outcome not achieved? Other relevant comments/evidence:
2. The student has demonstrated their ability to assist with participant preparation in each of the three (3) recreation sessions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	What did the learner not do to not meet the criteria? When did s/he not do it? Why was the outcome not achieved? Other relevant comments/evidence:
3. The student successfully responded to participant queries or difficulties within scope of ability and responsibility or refer to supervising leader in each of the three (3) recreation sessions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	What did the learner not do to not meet the criteria? When did s/he not do it? Why was the outcome not achieved? Other relevant comments/evidence:
4. The student assisted participants with activity technique and use of equipment, as directed by supervising leader in each of the three (3) recreation sessions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	What did the learner not do to not meet the criteria? When did s/he not do it? Why was the outcome not achieved? Other relevant comments/evidence:
5. The student communicated information about technique clearly and constructively to encourage participant confidence for each of the three (3) recreation sessions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	What did the learner not do to not meet the criteria? When did s/he not do it? Why was the outcome not achieved? Other relevant comments/evidence:



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Learner behaviour observed	Satisfactory	Comments if Not Satisfactory
6. The student assisted the supervising leader to monitor participant behaviour, and compliance with activity rules, codes, safety procedures and communication protocols in each of the three (3) recreation sessions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	What did the learner not do to not meet the criteria? When did s/he not do it? Why was the outcome not achieved? Other relevant comments/evidence:
7. The student reinforced activity rules and report any ongoing breaches to ensure safe conduct of activities in each of the three (3) recreation sessions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	What did the learner not do to not meet the criteria? When did s/he not do it? Why was the outcome not achieved? Other relevant comments/evidence:
8. The student monitored equipment for faults and refer to supervising leader in each of the three (3) recreation sessions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	What did the learner not do to not meet the criteria? When did s/he not do it? Why was the outcome not achieved? Other relevant comments/evidence:
9. The student participated in activity debrief, provide feedback from self and participants and suggest improvements for future activities in each of the three (3) recreation sessions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	What did the learner not do to not meet the criteria? When did s/he not do it? Why was the outcome not achieved? Other relevant comments/evidence:
10. The student reviewed own performance and discussed how to improve for each of the three (3) sessions delivered.	<input type="checkbox"/> Yes <input type="checkbox"/> No	What did the learner not do to not meet the criteria? When did s/he not do it? Why was the outcome not achieved? Other relevant comments/evidence:
11. The student assisted with equipment retrieval, inspection and storage for each of the three (3) sessions delivered.	<input type="checkbox"/> Yes <input type="checkbox"/> No	What did the learner not do to not meet the criteria? When did s/he not do it? Why was the outcome not achieved? Other relevant comments/evidence:



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Date	The learner's performance was
<b>Observation 1</b>  Date	<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Not yet satisfactory
<b>Observation 2</b>  Date	<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Not yet satisfactory
<b>Observation 3</b>  Date	<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Not yet satisfactory
<b>Feedback to the learner</b>	
<b>Assessor name</b>	
<b>Assessor signature</b>	
<b>Date</b>	
<b>Date results recorded on students file</b>	
<b>Recorded by</b>	



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