**BSBRSK401**

**Identify risk and apply risk management processes**

**Learner Workbook**



# Table of Contents

[Table of Contents 1](#_Toc532216502)

[Instructions to Learner 3](#_Toc532216503)

[Assessment instructions 3](#_Toc532216504)

[Assessment requirements 6](#_Toc532216505)

[Candidate Details 7](#_Toc532216506)

[Assessment – BSBRSK401: Identify risk and apply risk management processes 7](#_Toc532216507)

[Observation/Demonstration 8](#_Toc532216508)

[Third Party Guide 9](#_Toc532216509)

[Third party details (required information from the learner) 9](#_Toc532216510)

[Activities 10](#_Toc532216511)

[Activity 1A 10](#_Toc532216512)

[Activity 1A checklist – for assessor 10](#_Toc532216513)

[Activity 1B 12](#_Toc532216514)

[Activity 1B checklist – for assessor 13](#_Toc532216515)

[Activity 1C 14](#_Toc532216516)

[Activity 1C checklist – for assessor 16](#_Toc532216517)

[Activity 2A 17](#_Toc532216518)

[Activity 2A checklist – for assessor 18](#_Toc532216519)

[Activity 2B 19](#_Toc532216520)

[Activity 2B checklist – for assessor 20](#_Toc532216521)

[Activity 2C 21](#_Toc532216522)

[Activity 2C checklist – for assessor 21](#_Toc532216523)

[Activity 3A 23](#_Toc532216524)

[Activity 3A checklist – for assessor 24](#_Toc532216525)

[Activity 3B 25](#_Toc532216526)

[Activity 3B checklist – for assessor 25](#_Toc532216527)

[Activity 3C 27](#_Toc532216528)

[Activity 3C checklist – for assessor 27](#_Toc532216529)

[Activity 3D 29](#_Toc532216530)

[Activity 3D checklist – for assessor 29](#_Toc532216531)

[Activity 3E 31](#_Toc532216532)

[Activity 3E checklist – for assessor 31](#_Toc532216533)

[Activity 4A 32](#_Toc532216534)

[Activity 4A checklist – for assessor 32](#_Toc532216535)

[Activity 4B 33](#_Toc532216536)

[Activity 4B checklist – for assessor 33](#_Toc532216537)

[Activity 4C 35](#_Toc532216538)

[Activity 4C checklist – for assessor 35](#_Toc532216539)

# Instructions to Learner

### Assessment instructions

Overview

Prior to commencing the assessments, your trainer/assessor will explain each assessment task and the terms and conditions relating to the submission of your assessment task. Please consult with your trainer/assessor if you are unsure of any questions. It is important that you understand and adhere to the terms and conditions, and address fully each assessment task. If any assessment task is not fully addressed, then your assessment task will be returned to you for resubmission. Your trainer/assessor will remain available to support you throughout the assessment process.

Written work

Assessment tasks are used to measure your understanding and underpinning skills and knowledge of the overall unit of competency. When undertaking any written assessment tasks, please ensure that you address the following criteria:

* Address each question including any sub-points
* Demonstrate that you have researched the topic thoroughly
* Cover the topic in a logical, structured manner
* Your assessment tasks are well presented, well referenced and word processed
* Your assessment tasks include your full legal name on each and every page.

Active participation

It is a condition of enrolment that you actively participate in your studies. Active participation is completing all the assessment tasks on time.

Plagiarism

Plagiarism is taking and using someone else's thoughts, writings or inventions and representing them as your own. Plagiarism is a serious act and may result in a learner’s exclusion from a course. When you have any doubts about including the work of other authors in your assessment, please consult your trainer/assessor. The following list outlines some of the activities for which a learner can be accused of plagiarism:

* Presenting any work by another individual as one's own unintentionally
* Handing in assessments markedly similar to or copied from another learner
* Presenting the work of another individual or group as their own work
* Handing in assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet.

If it is identified that you have plagiarised within your assessment, then a meeting will be organised to discuss this with you, and further action may be taken accordingly.

Collusion

Collusion is the presentation by a learner of an assignment as their own that is, in fact, the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more learners in plagiarism or other forms of academic misconduct and, as such, both parties are subject to disciplinary action. Collusion or copying from other learners is not permitted and will result in a “0” grade and NYC.

Assessments must be typed using document software such as (or similar to) MS Office. Handwritten assessments will not be accepted (unless, prior written confirmation is provided by the trainer/assessor to confirm).

Competency outcome

There are two outcomes of assessments: S = Satisfactory and NS = Not Satisfactory (requires more training and experience).

Once the learner has satisfactorily completed all the tasks for this module the learner will be awarded “Competent” (C) or “Not yet Competent” (NYC) for the relevant unit of competency.

If you are deemed “Not Yet Competent” you will be provided with feedback from your assessor and will be given another chance to resubmit your assessment task(s). If you are still deemed as “Not Yet Competent” you will be required to re-enrol in the unit of competency.

Additional evidence

If we, at our sole discretion, determine that we require additional or alternative information/evidence in order to determine competency, you must provide us with such information/evidence, subject to privacy and confidentiality issues. We retain this right at any time, including after submission of your assessments.

Confidentiality

We will treat anything, including information about your job, workplace, employer, with strict confidence, in accordance with the law. However, you are responsible for ensuring that you do not provide us with anything regarding any third party including your employer, colleagues and others, that they do not consent to the disclosure of. While we may ask you to provide information or details about aspects of your employer and workplace, you are responsible for obtaining necessary consents and ensuring that privacy rights and confidentiality obligations are not breached by you in supplying us with such information.

Assessment appeals process

If you feel that you have been unfairly treated during your assessment, and you are not happy with your assessment and/or the outcome as a result of that treatment, you have the right to lodge an appeal. You must first discuss the issue with your trainer/assessor. If you would like to proceed further with the request after discussions with your trainer/assessor, you need to lodge your appeal to the course coordinator, in writing, outlining the reason(s) for the appeal.

Recognised prior learning

Candidates will be able to have their previous experience or expertise recognised on request.

##

Special needs

Candidates with special needs should notify their trainer/assessor to request any required adjustments as soon as possible. This will enable the trainer/assessor to address the identified needs immediately**.**

### Assessment requirements

Assessment can either be:

* Direct observation
* Product-based methods e.g. reports, role plays, work samples
* Portfolios – annotated and validated
* Questioning
* Third party evidence.

If submitting third party evidence, the Third Party Observation/Demonstration document must be completed by the agreed third party.

Third parties can be:

* Supervisors
* Trainers
* Team members
* Clients
* Consumers.

The third party observation must be submitted to your trainer/assessor, as directed.

The third party observation is to be used by the assessor to assist them in determining competency.

The assessment activities in this workbook assess aspects of all the elements, performance criteria, skills and knowledge and performance requirements of the unit of competency.

To demonstrate competence in this unit you must undertake all activities in this workbook and have them deemed satisfactory by the assessor. If you do not answer some questions or perform certain tasks, and therefore you are deemed to be Not Yet Competent, your trainer/assessor may ask you supplementary questions to determine your competence. Once you have demonstrated the required level of performance, you will be deemed competent in this unit.

Should you still be deemed Not Yet Competent, you will have the opportunity to resubmit your assessments or appeal the result.

As part of the assessment process, all learners must abide by any relevant assessment policies as provided during induction.

If you feel you are not yet ready to be assessed or that this assessment is unfair, please contact your assessor to discuss your options. You have the right to formally appeal any outcome and, if you wish to do so, discuss this with your trainer/assessor.

# Candidate Details

|  |
| --- |
| Assessment – BSBRSK401: Identify risk and apply risk management processesPlease complete the following activities and hand in to your trainer/assessor for marking. This forms part of your assessment for BSBRSK401: Identify risk and apply risk management processes.  |
| Name:  |  |
| Address: |  |
| Email: |  |
| Employer: |  |
| **Declaration**I declare that no part of this assessment has been copied from another person’s work with the exception of where I have listed or referenced documents or work and that no part of this assessment has been written for me by another person. I also understand the assessment instructions and requirements and consent to being assessed. |
| Signed: |  |
| Date: |  |
| **If activities have been completed as part of a small group or in pairs, details of the learners involved should be provided below:**This activity workbook has been completed by the following persons and we acknowledge that it was a fair team effort where everyone contributed equally to the work completed. We declare that no part of this assessment has been copied from another person’s work with the exception of where we have listed or referenced documents or work and that no part of this assessment has been written for us by another person. |
| Learner 1: |  |
| Signed: |  |
| Learner 2: |  |
| Signed: |  |
| Learner 3: |  |
| Signed: |  |

# **Observation/Demonstration**

Throughout this unit, you will be expected to show your competency of the elements through observations or demonstrations. Your trainer/assessor will have a list of demonstrations you must complete or tasks to be observed. The observations and demonstrations will be completed as well as the activities found in this workbook.

An explanation of observations and demonstrations:

Observation is on-the-job

The observation will usually require:

* Performing a work based skill or task
* Interaction with colleagues and/or customers.

Demonstration is off-the-job

A demonstration will require:

* Performing a skill or task that is asked of you
* Undertaking a simulation exercise.

Your trainer/assessor will inform you of which one of the above they would like you to do. The observation/demonstration will cover one of the unit’s elements.

The observation/demonstration will take place either in the workplace or the training environment, depending on the task to be undertaken and whether it is an observation or demonstration. Your trainer/assessor will ensure you are provided with the correct equipment and/or materials to complete the task. They will also inform you of how long you have to complete the task.

You should be able to demonstrate the skills, knowledge and performance criteria required for competency in this unit, as seen in the Learner Guide.

# Third Party Guide

You should supply details of the third party to the assessor before you commence the activities (see below), unless the assessor has already selected a third party themselves. The assessor can then contact the third party in instances where they require more evidence to determine competency, or they cannot observe certain tasks themselves.

The reasons to use a third party may include:

* Assessment is required in the workplace
* Where there are health and safety issues related to observation
* Patient confidentiality and privacy issues are involved.

If you are not employed, or able to complete demonstrative tasks in the workplace, you will need to inform the assessor. They will be able to provide you with a simulated environment in which to complete these tasks.

We would prefer that, wherever possible, these be “live” issues for your industry and require application of the principles that you are learning as part of your training. Where this is not possible, you and your third party should simulate the activity tasks and demonstrations that you believe would be likely to arise in your organisation or job role.

Third party evidence can also be used to provide “everyday evidence” of tasks included in your work role that relate to the unit of competency but are not a part of the formal assessment process.

The third party is not to be used as a co-assessor – the assessor must make the final decision on competency themselves.

Documents relevant to collection of third party evidence are included in the Third Party section in the Observations/Demonstrations document.

### Third party details (required information from the learner)

A third party may be required for observations or demonstrations; please provide details below of your nominated third party and obtain their signature to confirm their agreement to participate. This information will be required by your trainer/assessor in advance of arranging any future observations or demonstrations.

Third party name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position of third party: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Declaration for nominated third party

I declare my intention to act as third party for (learner’s name here) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Third party signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activities

Complete the following activities individually or in a group (as applicable to the specific activity and the assessment environment).

### Activity 1A

|  |  |
| --- | --- |
| **Objective** | To provide you with an opportunity to identify the context for risk management |
| 1. Outline at least one consideration that relates to risk or risk management for each of the following aspects of business operations to develop the context for risk management within your own organisation.
* Any related projects or organisations
* Any resources, including physical assets, which are vital to operations
* Key operational elements and service of the organisation.

Present your answer as a series of headings, with your ideas listed as one or more bullet points beneath each heading. Your total answer should be no longer than one page. |
| *Student Response* |
| Assessor Comments |

### Activity 1A checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |

### Activity 1B

|  |  |
| --- | --- |
| **Objective** | To provide you with an opportunity to identify risks using tools, ensuring all reasonable steps have been taken to identify all risks. |
| You will conduct a Fault Tree Analysis to identify risks. Propose a worst-case-scenario based on a business operation that relates to your organisation’s activities and work to trace possible issues backwards to identify risks. What could cause this worst-case-scenario to become a reality? These are your risks.Keep a written record of your FTA and attach this as evidence of completion.  |
| *Student Response* |
| Assessor Comments |
| 1. List and define three additional risk identification tools.
 |
| *Student Response* |
| Assessor Comments |

### Activity 1B checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |

### Activity 1C

|  |  |
| --- | --- |
| **Objective** | To provide you with an opportunity to document identified risks in accordance with relevant policies, procedures, legislation and standards. |
| 1. Identify and summarise your organisation’s policies and procedures and the legislation and standards that apply for documenting risk in each of the following risk areas:
* Health and safety risk
* Financial risk
* Legal risk

You must outline which policies, procedures and/or legislation and standards apply, as well as describe your obligations for documenting risks in these areas.  |
| *Student Response* |
| Assessor Comments |
| 1. You will be provided with a copy of a document where risks are recorded. This may be a document from any business area or related to any business operation that you might encounter in the context of your own current or prospective job role.

**Document a fictitious risk on the copy you have been given in accordance with organisational policy and procedure.** |
| *Student Response* |
| Assessor Comments |

Activity 1C checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |

### Activity 2A

|  |  |
| --- | --- |
| **Objective** | **To provide you with an opportunity to analyse and document risks in consultation with relevant stakeholders.** |
| 1. **Define the term ‘stakeholder’.**
 |
| *Student Response* |
| Assessor Comments |
| 1. **Give four examples of people who may be classed as stakeholders within an organisation.**
 |
| *Student Response* |
| Assessor Comments |

### Activity 2A checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |

**Activity 2B**

|  |  |
| --- | --- |
| **Objective** | To provide you with an opportunity to undertake risk categorisation and determine level of risk. |
| 1. **What is a risk categorisation?**
 |
| *Student Response* |
| Assessor Comments |
| 1. **What is a risk matrix?**
 |
| *Student Response* |
| Assessor Comments |
| 1. **Identify five risks that may occur in the context of your organisation’s business operations and that you may encounter in your current or prospective job role. Categorise each of the risks that you have identified according to the risk matrix below.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Impact of risk | Likelihood of risk happening |  |  |  |  |  |
|  |  | **Rare** | **Unlikely** | **Possible** | **Likely** | **Most likely** |
|  | **Extreme** | LM | M | MH | H | H |
|  | **High** | L | LM | M | MH | H |
|  | **Moderate** | L | LM | M | MH | MH |
|  | **Low** | L | LM | LM | M | MH |
|  | **Very low** | L | L | LM | M | M |

**Key:****L – low risk****LM – low/medium risk****M – medium risk****MH – medium/high risk****H – high risk****Outline the risks you have identified, the risk category you have assigned to each of them, and a brief explanation of why you have chosen to categorise each risk as you did.** |
| *Student Response* |
| Assessor Comments |

### Activity 2B checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |

**Activity 2C**

|  |  |
| --- | --- |
| **Objective** | **To provide you with an opportunity to document analysis processes and outcomes.** |
| 1. **Identify one potential risk within your organisation that relates to any business operation or business area. Analyse it in each of the following ways:**
* **Incident analysis**
* **Risk matrix categorisation.**

**Where organisational templates exist, these should be used to complete this task, and the completed templates should be attached as evidence of completion. Where organisational templates do not exist, you must generate documentary evidence of your analysis and attach this to your workbook as evidence of completion.** |
| *Student Response* |
| Assessor Comments |
| 1. **Summarise the outcomes of your analysis that includes one recommendation for a control measure to improve risk management in the area you have analysed. Attach this to your workbook.**
 |
| *Student Response* |
| Assessor Comments |

### Activity 2C checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |

### Activity 3A

|  |  |
| --- | --- |
| **Objective** | **To provide you with an opportunity to determine appropriate control measures for risks and assess for strengths and weaknesses.** |
| 1. **In the context of control measures, what are the hierarchy of controls?**
 |
| *Student Response* |
| Assessor Comments |
| **2. What is a S.W.O.T. analysis?** |
| *Student Response* |
| Assessor Comments |
| 1. **Conduct a S.W.O.T analysis for the control measure you suggested in your analysis summary in Activity 2C using the table below.**

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
|  |  |
| **Opportunities** | **Threats** |
|  |  |

 |
| *Student Response* |
| Assessor Comments |

### Activity 3A checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |

### Activity 3B

|  |  |
| --- | --- |
| **Objective** | To provide you with an opportunity to identify control measures for all risks. |
| 1. **What are the five forces named in the Porter’s Five Forces model?**
 |
| *Student Response* |
| Assessor Comments |
| 1. **How can a risk plan help you?**
 |
| *Student Response* |
| Assessor Comments |
| 1. **Identify three risks in your organisation’s business operations. For each risk you have listed, identify the control measures in place. Provide a brief 30-word description of the control measure for each risk.**
 |
| *Student Response* |
| Assessor Comments |

### Activity 3B checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |

### Activity 3C

|  |  |
| --- | --- |
| **Objective** | **To provide you with an opportunity to refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures.** |
| **In your own words (max. 250), provide a brief outline of your organisation’s policies and procedures for referring risks that are relevant to the whole of the organisation or that have an impact beyond own work responsibilities.** |
| *Student Response* |
| Assessor Comments |
| 1. **You have identified a risk that is relevant to the whole of an organisation. Draft a correspondence or complete a form to submit to the relevant person or department that you would refer this risk to in actual work practice. Ensure that the format of your correspondence is in accordance with established policies and procedures for this task.**

**The nature of the risk may be fictional. You are being assessed on your adherence to organisational policy and procedure for the referral of risks.** |
| *Student Response* |
| Assessor Comments |

### Activity 3C checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |

### Activity 3D

|  |  |
| --- | --- |
| **Objective** | **To provide you with an opportunity to choose and implement control measures for own area of operation and/or responsibilities.** |
| 1. **List your own area of operation and all of your personal work responsibilities in relation to risk management in a bullet list.**
 |
| *Student Response* |
| Assessor Comments |
| 1. **Choose and draft an implementation proposal for a control measure for one risk within your own area of operation and/or responsibilities. This should be a short written proposal. Attach this to your workbook.**
 |
| *Student Response* |
| Assessor Comments |

### Activity 3D checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |

### Activity 3E

|  |  |
| --- | --- |
| **Objective** | **To provide you with an opportunity to prepare and implement treatment plans.** |
| **Complete the following risk treatment plan for three separate risks. These may be fictional or hypothetical risks for the purpose of this task.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Risk | Treatment options | Likelihood of risk occurring | Milestones | Monitoring options | Team member responsible |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

 |
| *Student Response* |
| Assessor Comments |

### Activity 3E checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |

### Activity 4A

|  |  |
| --- | --- |
| **Objective** | To provide you with an opportunity to regularly review implemented treatment/s against measures of success; and use review results to improve the treatment of risks. |
| **Implement and review the control measure you proposed in Activity 3D according to Deming’s PDCA cycle over a period of one week (or a suitable timeframe as determined by your assessor).****Keep a record of your activity in the form of written notes for each step of the cycle (plan, do, check, act). You should submit all these notes as a portfolio of evidence in addition to summary of any weaknesses uncovered by your review and how you will act upon these to improve treatments.** |
| *Student Response* |
| Assessor Comments |

### Activity 4A checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |

### Activity 4B

|  |  |
| --- | --- |
| **Objective** | To provide you with an opportunity to provide assistance to auditing risk in own area of operation. |
| * + - 1. **List three ways that you can provide assistance to auditing risk in your own area of operation.**
 |
| *Student Response* |
| Assessor Comments |
| 1. **You are due to participate in a meeting as part of the risk audit process. You will be expected to contribute to the meeting by providing information and recommendations relating to your own area of operation.**

**Complete the following register of risk for your own area of operation to present at this meeting. At least three risks must be covered. These must be risks that have been identified in an actual work environment. You may refer to risks that have already been identified in previous activities if you wish.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Risk description** | **Likelihood of risk occurrence** | **Impact of risk occurrence** | **Current control measures** | **Risk status:****Current/Ended** |
|  |  |  |  |  |
|  |  |  |  |  |

 |
| *Student Response* |
| Assessor Comments |

### Activity 4B checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |

### Activity 4C

|  |  |
| --- | --- |
| **Objective** | **To provide you with an opportunity to monitor and review management of risk in own area of operation.** |
| 1. **Write a self-assessment (1 page max) of how you have managed risk in your own area of operation. You should discuss how you have monitored and reviewed risk over the last month of work practice or over the duration of this course of study. Evaluate what you have done well and where you could improve. You should refer to specific risks that you have identified, monitored and reviewed.**
 |
| *Student Response* |
| Assessor Comments |

### Activity 4C checklist – for assessor

|  |
| --- |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |