



Queensland
Government

Q-Ride Consistent Assessment Process

Version 3.0

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1. Introduction

- Q-Ride is a competency based training and assessment scheme introduced in Queensland in August 2001 as an alternative to the Q-SAFE practical test for motorbike licensing. Q-Ride learner rider courses are provided by Registered Service Providers (RSPs) who employ or who are accredited rider trainers (ARTs). The ARTs are accredited by Department of Transport and Main Roads (TMR) and trained by the RSP in the delivery of their training and assessment program.
- Q-Ride Competency Standards are designed to ensure that learners continue their training until they can demonstrate that they are competent against each of the standards that have been developed for satisfactory performance. When all competencies have been demonstrated, a Q-Ride certificate of competency is issued.

1.1. Definitions

Terms, abbreviations and acronyms	Meaning
ART	Accredited Rider Trainer
CAP	Consistent Assessment Process
CBTA	Competency based training & assessment
TMR	Department of Transport and Main Roads
RSP	Registered Service Providers

2. Purpose/objectives

- TMR has developed a Consistent Assessment Process (CAP) for use by RSPs to ensure that their ARTs apply a consistent assessment approach when conducting training and assessment against the competency standards.
- TMR Q-Ride accreditation auditors will be assessing the training and assessment provided by RSPs and their ARTs to determine their compliance with the CAP.
- The CAP will provide ARTs with the parameters for the delivery of training and assessment and will ensure learners are consistently assessed to meet the TMR's competency standards.
- ARTs will be required to explain the CAP process to learner riders prior to commencing training and assessment. This will ensure that learners have a clear understanding of what to expect during their training and assessment and what they are required to achieve in order to meet the Competency Standards.
- The CAP also reinforces the Competency Standards parameters the ART must observe when the learner performs the exercises in the training and assessment areas.

- If the ART completes the documentation contained in the CAP, it will ensure that the RSP has a validated record of the learner's attainment of competency as required in the Competency Standards. This record will ensure that the RSP is confident that the learner has achieved the required competence when signing the Q-Ride Certificate for Competency Declaration.
- The CAP will form the nucleus and criteria for the auditing tool to be used by TMR.

3. Application of CAP

RSPs are required to have a procedure which incorporates how the TMR Consistent Assessment Process will be incorporated into their training and assessment plan.

This plan must also ensure that ARTs use the CAP and complete all areas of this document as a learner is assessed for competency.

The following information should be used by RSPs in the development of their training and assessment plan regarding the application of the CAP by their ARTs.

3.1 Process of CAP

Process description

The RSP is required to ensure that the ART follows the process steps and fully completes each Unit of the CAP document.

Process steps (for all CAP Units)

1. The ART should write in the client details and the location of the assessment in the front page of the Assessment Record Form prior to the commencing the assessment.
2. The ART must then:
 - explain his or her obligations to the learner and the assessment process on the Learner Verification Sheet. (The learner does not sign this sheet until completion of the final assessment.)
 - make sure the training and assessment areas meet RSP standards
 - require learners to demonstrate their competence in the exercises stated for the particular Unit
 - make sure that the Critical Aspects of Evidence are demonstrated by the learner and included in the evidence collected
 - make sure that the details of the assessment such as the environment and motorbike details are completed at the time of assessment
 - make a notation if any area in any of the specifics of the Elements of Competency that were not undertaken due to motorbike design
 - make sure that the evidence gathered on each of the individual specifics of the Elements of Competency is valid, fair, reliable and sufficient.

3. On completion of a specific Unit assessment, ARTs are to indicate in the appropriate declaration whether the learner is "competent" or "not yet competent" and then sign and date the declaration. If more than 1 ART has assessed a learner rider in a particular Element within a Unit, the other ART is required to complete and sign the relevant declaration for the Elements that they have assessed.
4. On completion of the last Unit of the competency standards, the ART must then:
 - transcribe the results of the assessments to the front page in the appropriate place
 - sign and date the document in the relevant place under the results
 - make any relevant comments if necessary
 - complete the assessment details in the "Total time taken for assessment"
 - request the learner to sign and date in the appropriate place, indicating his/her agreement with the assessment process and result. Comments may be made if applicable
 - request the learner rider to sign the Learner Verification Sheet with comments if required.
5. Standard 4.1 requires the learner rider to correctly answer all 11 questions. To assist in this process, a number of suggested answers are included below. Some questions require more than one suggested answer.

Questions		Acceptable Responses (This list is not meant to be exhaustive)
1	Describe the technique you would use to identify traffic hazards?	<ul style="list-style-type: none"> • Active scanning, looking for things that will impact on me • Commentary driving • Use of mirrors • Observing all around the vehicle, identifying hazards
2	How often would you do this?	<ul style="list-style-type: none"> • Frequently (every 3-10 seconds depending on circumstances)
3	What type of hazard are you looking for?	Anything that has the potential to increase the risk of a crash such as: <ul style="list-style-type: none"> • Road users • Intersections • Pedestrians, animals
4	What are the consequences if you did not look for hazards?	<ul style="list-style-type: none"> • Be unaware of hazards until it is too late • Could be involved in a crash • May involve injury to myself or another person
5	What is the recommended safe following distance?	<ul style="list-style-type: none"> • A minimum of 2 seconds (3 seconds preferred) behind another vehicle Increased time when visibility is reduced or safety compromised
6	How do you achieve this following distance?	<ul style="list-style-type: none"> • Pick an object that the vehicle in front is passing and count 1001, 1002, 1003. Motorbike should not reach that object before the 2 or 3 second count. • Count the seconds (2 minimum) between a vehicle in front passing an object and you reaching that object
7	In regards to your following distance, what action should you take if vision or safety is compromised?	<ul style="list-style-type: none"> • Increase following distance • Increase space zone around motorbike • Reduce speed
8	Explain "reaction distance"?	<ul style="list-style-type: none"> • It is the distance travelled from when you first see and then react to a hazard. (1.5 seconds average) • The distance travelled from when you first see the hazard and the motorbike commences to slow down
9	Would your reaction distance increase if you are not concentrating?	<ul style="list-style-type: none"> • Yes, more time and distance would be taken before responding
10	If speed is doubled, what effect does this have on the braking distance?	<ul style="list-style-type: none"> • Braking distance increases by 4 times (Triple the speed - 9 times braking distance)

Questions		Acceptable Responses (This list is not meant to be exhaustive)
11	What effect does a wet road have on braking distance?	<ul style="list-style-type: none"> • Increases the braking distance • Wet roads increase the risk of wheel lock-up. • Tyres lose a degree of friction and the motorbike may take longer to stop.

3.2 Application Checklist

- The ART completes all of the documentation in the CAP.
- The ART explains the assessment process and his/her requirements on the Learner Verification Sheet, with the learners confirming this process with their signature.
- The ART assesses the learner on each of the Elements of the Competency Standards and records both an acknowledgement that the subject was undertaken to the required Q-Ride Competency Standards with a result.
- The ART notes any area in the CAP that was not undertaken due to motorbike design or unavailability of road configuration.
- The ART places his or her vehicle in a position that is to the rear of any learner being assessed during the on-road assessment.
- The ART does not breach the legal maximum student trainer ratio.

4. Auditing

- Particular emphasis will be placed on the auditing of the training and assessment provided by RSPs through their ARTs to ascertain compliance with the Competency Standards and the CAP.
- If an RSP or an ART does not comply with the Q-Ride Registered Service Provider Standards, that include the CAP, the audit may act as a trigger for further audit or investigative action that could result in compliance or enforcement.
- Ongoing evaluation of the CAP process will occur through application of the audit process. Any issues identified during the audit will be addressed to ensure continuous improvement of the CAP.

Assessment Record - Q-Ride Competency Standards

Learner's Name			
Licence Number		Q-Ride Receipt No.	
Location/Site			
<i>This information must be transcribed from each unit of the Consistent Assessment Process</i>			
Unit 1 - Prepare motorbike for operation	<input type="checkbox"/> C	<input type="checkbox"/> NYC	
Unit 2 - Manoeuvre Motorbike at Low Speed	<input type="checkbox"/> C	<input type="checkbox"/> NYC	
Unit 3 - Unit 3 – Control Motorbike at Road Speeds	<input type="checkbox"/> C	<input type="checkbox"/> NYC	
Unit 4 – Apply Roadcraft	<input type="checkbox"/> C	<input type="checkbox"/> NYC	
Accredited Rider Trainer's Signature:..... Date:.....			
Print name: ART Number:			
Re-Assessments (If required)	Accredited Rider		
Unit No. _____	Trainer's name:..... Date:.....		
<input type="checkbox"/> C <input type="checkbox"/> NYC	(Print)		
	Accredited Rider		
	Trainer's Signature: ART Number:		
Assessor Comments			
Learner's agreement with result	Learner's Signature: Date:		
Total Time Taken for Assessment	Theory	Exercise area	On-Road

Learner Verification Sheet - Q-Ride Competencies

(Please complete the following).

I, _____ a learner in the Q-Ride program, verify that my
Accredited Rider Trainer, _____ carried out the following:

Before the Assessment

1. Consulted me in planning the assessment
2. Explained the purpose and process of the assessment
3. Checked that I understood what was required of me
4. Asked me if I had any special needs (cultural/disability/literacy) and if so took them into account in my assessment
5. Explained what I could do about it if I disagreed with the assessment or procedure

During the Assessment

1. Assessed me in accordance with the assessments checklist/s
2. Did not hint at the right procedures or answers

After the Assessment

1. Made a fair decision about my performance
2. Made the assessment decision clear to me
3. Told me what I had done well
4. Told me where my performance did not meet the standard, if judged "not yet competent"
5. Recorded my result
6. Informed me about what happens to the assessment result and the procedure for certification

Comments: _____

I understand I may be contacted by Department of Transport and Main Roads for verification of any of the information I have provided.

Signed: _____
Learner

Date: _____

UNIT 1

Environment: Day/night, fine/rain, wet/dry roads; town/rural roads/non-public/public roads/exercise area. (Please circle appropriate conditions above. More than one will apply)

Registration No: _____ **Engine size:** _____ **Manual/Automatic**

1.1 Perform pre-ride safety check
Learner to perform pre-ride motorbike safety check using motorbike manufacturer terminology.
EVIDENCE
Smooth hard surface, free of loose material is chosen for exercise
Motorbike controls are identified and used according to manufacturer's instructions
Electrical system is activated and items checked. (brake lights, tail, indicator, headlights; horn;)
Items are checked for cleanliness (mirrors; headlights, brake & tail lights, indicators)
Motorbike is inspected for safe legal operation (tyres; registration label; chain guard, fluid leaks)
Abnormal operation of controls or systems are noted for attention

1.2 Initiate regular maintenance and routine service
Learner identifies and initiates any required service.
EVIDENCE
Smooth hard surface, free of loose material is chosen for exercise
Demonstrates knowledge of repair and maintenance items
Fluid levels are checked as required by manufacturer (fuel; engine oil; hydraulic oil)
Tyres are checked for correct inflation pressures
Clutch & brake levers are not broken
Excessive clutch and/or brake free play is identified
Excessive chain/drive belt slack is identified
Motorbike is checked for other wear requiring attention by learner or mechanic

1.3 Mount/Dismount motorbike
Learner is able to mount and dismount a motorbike safely.
EVIDENCE
Smooth hard surface, free of loose material is chosen for exercise
Front brake is applied before mounting motorbike
Traffic is checked before mounting motorbike from the left side
Side stand is fully retracted, or Motorbike is safely taken off centre stand
Front brake is applied before dismounting motorbike
First gear is selected (centre stand use only excepted)
Side stand is fully extended
Motorbike is dismounted from the left side
Front brake is gently eased off, allowing motorbike to settle
Learner locates and uses manufacturer's lifting points when placing motorbike on centre stand

Assessment parameters
The learner will be required to demonstrate their competence during the following exercises:
 A pre-ride safety check / Operating specific controls by memory / Identifying and managing motorbike faults / Mounting and dismounting motorbike.

Before commencing training and assessment, the accredited rider trainer must ensure that:

- The training room or area to be used for theory lessons and discussions is suitable and meets the RSP standards
- The training and assessment area can only be accessed by those involved in the Q-Ride training and assessment
- The exercise area is safe and has a smooth hard surface, free of loose material

Competency declaration- Unit 1
 I declare that this learner rider has been assessed to the Q-Ride Competency Standards performance criteria and is:

Competent Not yet competent for: Unit 1.1 Unit 1.2 Unit 1.3

Accredited Rider Trainer Signature: **Date:**..... **Print Name:**

I declare that this learner rider has been assessed to the Q-Ride Competency Standards performance criteria and is

Competent Not yet competent for: Unit 1.1 Unit 1.2 Unit 1.3

Accredited Rider Trainer Signature: **Date:**..... **Print Name:**

Note: If more than one accredited rider trainer assessed the learner for these units, they must indicate above which units they assessed

UNIT 2

Environment: Day/night, fine/rain, wet/dry roads; town/rural roads/non-public/public roads/exercise area. (Please circle appropriate conditions above. More than one will apply)

Registration No: _____ **Engine size:** _____ **Manual/Automatic**

2.1 Posture
Learner to adopt the specified posture that is comfortable and minimises fatigue.
EVIDENCE
Learner is seated squarely on the seat.
Knees are kept close together/in to the motorbike
Arms are kept slightly bent
Instep of both feet are positioned on learner's foot pegs, toes facing slightly out (conventional style motorbike)
Feet are positioned on learner's foot pegs (cruiser style motorbike)
Feet are positioned forward against headboard (step-through motorbike)
Shoulders are relaxed
Rides with eyes level with the horizon, looking well ahead
Electrical switches on handlebars and fuel tap are operated without being viewed

2.2 Starting/stopping motorbike
Learner is to be able to safely start and stop the motorbike.
EVIDENCE
Fuel tap position is checked for running
Engine cut-off switch is set to 'run'
Brake is applied, pulls clutch in, neutral selected
Key on, engine is started, button is released immediately
Clutch is slowly released
Stopping engine –brake is applied
Turn engine off
Front brake and clutch levers are operated by all available fingers

2.3 Move off and stop
Learner to successfully move off for a short distance and stop
EVIDENCE
Rides with eyes level with the horizon, looking well ahead
Starts motorbike and selects first gear
Friction point obtained and brake relaxed
Throttle increased to suit load
Clutch further released and brake released
Throttle applied, clutch fully released slowly
Exercises good control over clutch
Foot returns to foot pegs as motorbike increases speed
Both brakes used to stop the motorbike
Pull clutch in, neutral selected
Clutch released, brake remains on

Assessment parameters

The learner will be required to demonstrate their competence during the following exercises:

Posture requirements / Starting/stopping motorbike / Move off and stop / Changing gears / Slow ride exercise / Figure 8 exercise

Before commencing training and assessment, the accredited rider trainer must ensure that:

- Exercise area must be safe and have a smooth hard surface, free of loose material
- Area lacking hazardous points
- The training and assessment area cannot be accessed by any other person than those involved in the Q-Ride training and assessment

UNIT 2

2.4 Changing gears
Learner is able to change up and down gears as required to manufacturers' standards.
EVIDENCE
Rides with eyes level with the horizon, looking well ahead
Prepares for change by placing front of foot under gear shift lever
Up-changes gears at the appropriate engine and road speed
Throttle and clutch are operated simultaneously
Clutch is released gently
Prior to changing down, appropriate road speed is obtained
Prepares for change by placing foot above gear shift lever
Throttle and clutch are operated simultaneously
Clutch is released gently
Release pressure on gear shift lever after each change

2.5 (a) Perform low speed manoeuvres
Learner to successfully negotiate a marked course in not less than 11 seconds, maintaining control and balance within the specified parameters in Appendix A.
EVIDENCE
Learner maintains correct posture
Maintains balance. No excessive steering input.
Wheels kept within marked course
Maintains constant throttle
No markers are hit during exercise
Manoeuvre completed in not less than 11 seconds

2.5 (b) Perform low speed manoeuvres
Learner successfully completes four Figure 8 in 50-80 seconds within the specified parameters in Appendix B.
EVIDENCE
Learner maintains correct posture
Maintains balance. No excessive steering input.
Learner looks in the direction they are intending to go
Motorbike kept within specified limits of the course
Uses throttle to assist control
Maintain correct gear for motorbike speed
No markers are hit during exercise

Competency declaration – Unit 2

I declare that this learner rider has been assessed to the Q-Ride Competency Standards performance criteria and is:

Competent Not yet competent for: Unit 2.1 Unit 2.2 Unit 2.3 Unit 2.4 Unit 2.5

Accredited Rider Trainer Signature: **Date:** **Print Name:**

I declare that this learner rider has been assessed to the Q-Ride Competency Standards performance criteria and is

Competent Not yet competent for: Unit 2.1 Unit 2.2 Unit 2.3 Unit 2.4 Unit 2.5

Accredited Rider Trainer Signature: **Date:** **Print Name:**

Note: If more than one accredited rider trainer assessed the learner for these units, they must indicate above which units they assessed

UNIT 3

Environment: Day/night, fine/rain, wet/dry roads; town/rural roads/non-public/public roads/exercise area. (Please circle appropriate conditions above. More than one will apply)

Registration No: _____ **Engine size:** _____ **Manual/Automatic**

3.1 (a) Carry out counter-steering manoeuvre
Learner successfully completes a <u>slalom</u> exercise within the specified parameters in Appendix C.
EVIDENCE
Learner maintains correct posture
Throttle use is controlled
Learner extends arm and makes pronounced handlebar movements (counter-steering)
7 directional changes are executed
Speed is appropriate to allow counter-steering
Clutch to remain fully released
Maintain correct gear for motorbike speed
Motorbike is not allowed to go excessively wide
No markers are hit during exercise

3.1 (b) Carry out counter-steering manoeuvre
Learner to successfully undertake a crash avoidance counter-steering exercise within the specified parameters in Appendix D.
EVIDENCE
Learner maintains correct posture
Speed is maintained within limits of 40-50 km/h
Learner extends arm and makes pronounced handlebar movements (counter-steering)
Motorbike remains within marked parameters on approach and departure
No markers are hit during exercise
Learner maintains control of the motorbike

3.2 (a) Execute braking procedures
Learner to successfully undertake a <u>controlled stop</u> at a designated position.
EVIDENCE
Learner maintains correct posture
Learner stops motorbike as close as practicable to designated position
Both brakes are applied together
Majority of braking effort is taken by the front brake causing progressive compression of the front suspension
Right wrist is rolled forward during braking
Any skidding is controlled by relaxing and reapplying pressure on relevant brake
First gear is selected prior to stopping
Clutch is fully released between gear changes
Learner stops with left foot down

Assessment parameters
The learner will be required to demonstrate their competence during the following exercises:
 Slalom exercise / Counter-steering exercise / Braking exercises

Before commencing training and assessment, the accredited rider trainer must ensure that:

- Exercise area must be safe and have a smooth hard surface, free of loose material
- Area lacking hazardous points
- The training and assessment area cannot be accessed by any other person than those involved in the Q- Ride training and assessment

UNIT 3

3.2 (b) Execute braking procedures
Learner to successfully undertake an emergency stop on demand from an approximate speed of 40 km/h within 18m.
EVIDENCE
Learner maintains correct posture
Exercise is commenced from approximate speed of 40 km/h
Learner does not pre-empt signal
Learner stops motorbike as quickly as possible and within 18 metres
Both brakes are applied together
Majority of braking effort is taken by the front brake causing distinct, progressive compression of the front suspension
Right wrist is rolled forward during braking
Any skidding is controlled by relaxing and reapplying pressure on relevant brake
Learner stops with left foot down
Learner maintains balance and control of motorbike

Competency declaration – Unit 3

I declare that this learner rider has been assessed to the Q-Ride Competency Standards performance criteria and is:

Competent Not yet competent for: Unit 3.1 Unit 3.2

Accredited Rider Trainer Signature:

(Print Name).....Date:

I declare that this learner rider has been assessed to the Q-Ride Competency Standards performance criteria and is

Competent Not yet competent for: Unit 3.1 Unit 3.2

Accredited Rider Trainer Signature:

(Print Name).....Date:

Note: If more than one accredited rider trainer assessed the learner for these units, they must indicate above which units they assessed

UNIT 4

Environment: Day/night, fine/rain, wet/dry roads; town/rural roads/non-public/public roads/exercise area.
(Please circle appropriate conditions above. More than one will apply)

Registration No: _____ **Engine size:** _____ **Manual/Automatic**

UNIT 4	
While learners will be required to demonstrate their competence during the following on-road situations, if any specific on-road situation could not be negotiated it will need to be documented against relevant subjects.	
• one way roads/streets	• marked and unmarked roads of varying width
• merge/exit lanes	• unsealed surfaces
• curves/bends	• roundabouts
• marked and unmarked driving lanes	• intersections (combination, staggered, cross roads and T-Intersections)
• controlled and uncontrolled intersections (signs, lights)	• directional markings and signs
• edge lines	• pedestrian, children's and level crossings
• various speed zones	• varying traffic density
• ascents and descents	• variations from normal environment, eg. Traffic lights not functioning
• road repairs, detours	• painted surfaces
• oil on road	• metal inspection hole covers
• road users and animals	
Learners are required to write their answers to the '4.1 Defensive riding principles' in the CAP as a record of their knowledge. Before commencing training and assessment, the accredited rider trainer must ensure that:	
• the training room or area to be used for theory lessons and discussions is suitable and meets the RSP standards.	

4.2 Apply Roadcraft
Learner is to be able to safely operate and ride a motorbike on public roads, obeying all traffic rules.
EVIDENCE
Learner maintains posture
Monitors road position and adapts to suit environment
Demonstrates legal riding in marked lanes
Adopts correct road position before, during and after turns
Demonstrates a safe following distance
Identifies and responds to hazards early by consistently scanning
Frequent use of mirrors
Mirrors and shoulder checks are undertaken before changing direction
Applies the System of Vehicle Control to all hazards (including corners)
Negotiates roundabouts correctly
Demonstrates courtesy to other road users
Gives way as required
Obeys all traffic controls (signs, signals, road markings)
Stops at appropriate position on road at traffic controls
Negotiates hazards in a safe manner
Maintains a safe speed
Correct operation of turning indicators
Maintains defensive riding techniques

4.3 Manage riding situations
Learner is to be able to safely control a motorbike to manufacturer's standards on public roads.
EVIDENCE
Learner starts off in a smooth manner
Controls are operated to manufacturer standards without looking at them
Transmission and engine are operated appropriately to manufacturer's requirements
All gear changes are made without clashing or excessive slipping of clutch
Engine speed kept to within manufacturer's requirements
Learner demonstrates smooth, controlled hill starts
Rides within motorbike's limitations
Demonstrates a knowledge of motorbike dynamics
Avoids specific hazards (slippery surfaces; animals, etc)
Learner is able to successfully negotiate road environments stated in Range of Variables Scope B and C.

4.1 Defensive riding principles

Performance Criteria:

- Hazard perception techniques are explained
- Safe following distance requirements are explained
- Reaction braking times are explained
- Considers consequences to alternative actions

Learner to correctly answer all questions on specified defensive riding techniques.

Question		Response
1	Describe the technique used to identify traffic hazards?	
2	How often would you do this?	
3	What type of hazard are you looking for?	
4	What are the consequences if you did not look for hazards?	
5	What is the recommended safe following distance?	
6	How do you achieve this following distance?	
7	In regards to your following distance, what action should you take if vision or safety is compromised?	
8	Explain "reaction distance"?	
9	Would your reaction distance increase if you are not concentrating?	
10	If speed is doubled, what effect does this have on the braking distance?	
11	What effect does a wet road have on braking distance?	

I have had explained to me and understand the questions I answered incorrectly.

Learner Rider signature:

<p>Competency declaration – Unit 4</p> <p>I declare that this learner rider has been assessed to the Q-Ride Competency Standards performance criteria and is:</p> <p><input type="checkbox"/> Competent <input type="checkbox"/> Not yet competent for: <input type="checkbox"/> Unit 4.1 <input type="checkbox"/> Unit 4.2 <input type="checkbox"/> Unit 4.3</p> <p>Accredited Rider Trainer Signature:</p> <p>(Print Name)..... Date:</p> <p>I declare that this learner rider has been assessed to the Q-Ride Competency Standards performance criteria and is:</p> <p><input type="checkbox"/> Competent <input type="checkbox"/> Not yet competent for: <input type="checkbox"/> Unit 4.1 <input type="checkbox"/> Unit 4.2 <input type="checkbox"/> Unit 4.3</p> <p>Accredited Rider Trainer Signature:</p> <p>(Print Name)..... Date:</p> <p><i>Note: If more than one accredited rider trainer assessed the learner for these units, they must indicate above which units they assessed</i></p>
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SUPPLIMENTARY EVIDENCE / NOTES:
