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**Final Summative Assessment**

**FINAL SUMMATIVE ASSESSMENT INSTRUMENT**

**Learner Name: SINWAMADI BOITUMELO PEREZ**

**Company: GEEKS4LEARNING**

**Welcome to the Final Summative Assessment!**

This document deals with the summative assessment of your competence towards the outcomes which you need to achieve. “Summative Assessment is assessment for making a judgement about achievement. This is carried out when a learner is ready to be assessed at the end of a programme of learning” (SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26).

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**FINAL SUMMATIVE ASSESSMENT COVER SHEET**

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| **IT SYSTEMS DEVELOPMENT – SAQA ID 48872** |

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| --- | --- | --- |
| **Learner Name & Surname** | **BOITUMELO PEREZ SINWAMADI** | |
| **Learner ID** | **0304286246083** | |
| **learner number** |  | |
| **Employer** | **GEEKS4LEARNING** | |
| **title of Module Assessed** | **Information Technology (Systems Development)** | |
| **Exit level outcomes** | 1. Communicate effectively with fellow IT staff & users of information systems 2. Understand the role of technology in the business context. 3. Demonstrate an understanding of problem-solving techniques, and how to apply them in a systems development environment 4. Demonstrate an understanding of Systems Development, with all its implications 5. Relate business problems and information technology solutions 6. Apply the principles of creating computer software | |
| **Assessment Criterion per ELO** | 1. Effective Communication is demonstrated with fellow IT staff & with users of information systems, in the form of written and verbal communication  2. An understanding of different types of computer systems and the use of computer technology in business is demonstrated, being able to:   * Describe the different computer systems and associated hardware and network configurations * Describe the staffing and the operations, development and control activities in a modern computing environment * Demonstrate an understanding of the social and economic implications of the use of computers   3. Demonstrated by being able to:   * Applying logical problem solving and error detection techniques * Demonstrate how search and sort techniques are used in computer programs * Design computer system inputs and outputs   4. Demonstrated by being able to:   * Demonstrate an understanding of estimating an development unit of work, and the implications of late delivery * Apply information gathering techniques for computer systems development * Working effectively as a team member within a development environment, taking part in team activities and understanding different roles within different support teams * Conduct a technical practitioners meeting * Conduct oneself professionally in business based on a set of professional ethics and values regarding the Information Technology discipline   5. Demonstrated by being able to:   * Identifying and recommending appropriate IT solutions to business problems   6. Demonstrated by being able to:   * Developing a complete program to meet given business specifications * Write a computer program using a chosen computer programming language * Creating database access for a computer application, using structured query language * Test a computer program against given specifications * Create documentation for a computer program  1. Demonstrated by being able to:  * Applying the knowledge of the techniques & skills needed in one or more area of majoring/ specialisation, covering the assessment criteria explained in the unit standards selected in the specialising area. | |
| **invigilator** |  | |
| **Marker / Assessor**  **Name & Surname** | **Marshal Musarurwa** | |
| **Assessor Number** | **RAS/08/2019/0002** | |
| **Result** | **Met Requirements** | **Did not meet requirements** |
| **Assessor Signature** |  | |
| **date** | **05 NOVEMBER, 2024** | |

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| --- | --- |
| **LEARNER AGREEMENT and DECLARATION** | ✓ |
| I declare that the answers/work contained in this assessment is my own and original work.  I have referenced all sources. |  |
| I have attended an Orientation Session and completed a Pre-Assessment Interview Report. |  |

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| **Learner Signature** | **SINWAMADI B.P.** |
| **Date** | **05 November, 2024** |

**LEARNER ASSESSMENT PLAN**

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| --- | --- | --- | --- |
| **Activity** | **Evidence of activity will be found where** | **Place & planned date of activity** | **Date**  **Completed** |
| Training | Classroom training registers | Training Provider  Date: |  |
| Self-assessment | Assessment contract signed & dated | Learner file  Date: |  |
| Assessment contract | Assessment contract signed & dated | Learner file  Date: |  |
| Initial meeting | Assessor briefing checklist | Learner file  Date: |  |
| Unit Standard No | Assessment contract & assessment plan | Learner file  Date: |  |
| Formative Assessment | Assessment instruments | Learner file  Date: |  |
| Summative Assessment | Assessment instruments | Learner file  Date: |  |
| Other Evidence | Research portfolio (if applicable) | Learner file  Date: |  |
| Feedback | Feedback Report | Learner file  Date: |  |
| Moderation | Moderators report | Learner file  Date: |  |
| Judgement | Assessor Summary Report / Moderator report | Learner file  Date: |  |
| 1st Reassessment | Assessors summary report / instruments | Learner file  Date: |  |
| 2nd Reassessment | Assessors summary report / instruments | Learner file  Date: |  |

**Special arrangements for assessment**

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| --- |
| Place |
| Language |
| Resources |
| Barriers |

**People to be involved with assessment**

|  |  |
| --- | --- |
| Learner: Sinwamadi Boitumelo Perez | Manager: |
| Trainer: | Mentor / Coach: |
| Assessor: Marshal Musarurwa | Moderator: |

**Next steps for learning**

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**Resources required for this assessment**

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**Guidelines to the learner:**

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Learners Name: \_Sinwamadi Boitumelo Perez\_

Learner’s signature: Sinwamadi B.P. Date: 05 Nov. 24

Assessors Name: Marshal Musarurwa



Assessor’s signature: Date:

|  |  |
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| |  | | --- | | **ASSESSMENT APPEALS PROCEDURE** |   1. A learner has the right to appeal under the following circumstances   * If the laid down assessment procedures were not followed during assessments * If not all evidence available was taken into account during the assessment * The assessor was not a subject matter expert or did not have a subject matter expert during the assessment process * The assessor did not assess according to the performance criteria and range statement stipulated in the unit standard * Not all the range items were available for assessment   2. A learner bringing an appeal against a decision of the assessment will lodge such an appeal with the assessor and the internal moderator within 2 days of the assessment feedback session.  3. A learner bringing an appeal should complete the “Learner’s Notice of Assessment Appeal “form before the Appeal Hearing. The form should be handed to the internal moderator or a representative of the SETA.  4. Should the internal moderator re-affirm the assessor’ decision, the learner may appeal to the external verifier within 2 days after the initial moderator’s feedback session. The external verifier’s decision will be final. Should the external verifier re-affirm the assessors’ decision, the cost for re-evaluation will be upon the learner. Should the verifier’s decision differ from the assessor’s decision, the cost for re-evaluation will be borne by the assessor. |

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| **ASSESSMENT APPEAL APPLICATION FORM** |

**LEARNER’S NOTICE OF ASSESSMENT APPEAL**

**TO: The Internal Moderator**

A meeting with the internal moderator is hereby requested to discuss the outcome of my assessment.

Internal moderator name

Date of submission:

Name of employee assessed:

Name of Assessor:

Date of feedback session:

**Grounds for Appeal**

|  |  |  |
| --- | --- | --- |
| **No** | **Tick the applicable ground(s) for appeal** | **Tick** |
| 1 | The assessment did not follow the laid down procedure |  |
| 2 | Not all evidence available was taken into account during the assessment |  |
| 3 | The assessor was not a subject matter expert nor was a subject matter expert present during the assessment process |  |
| 4 | The assessment was not according to the performance criteria and the range statement stipulated in the unit standard |  |
| 5 | Not all the range items were available for the assessment |  |

**Reasons for Appeal**

|  |  |
| --- | --- |
| **No** | **Please give detailed reasons for the choice(s) above** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

Learner’s signature: Date:

Employee witness: Date:

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| **PRE-ASSESSMENT MEETING CHECKLIST** |

**Points Assessor must cover in the initial meeting with the learner - Please tick**

| **Item** | **Points to be covered** | **Tick** |
| --- | --- | --- |
| 1 | Welcomethe candidate **and put them at ease** |  |
| 2 | **Explain the purpose of the meeting** (why you are there and how long the meeting will take) |  |
| 3 | **Explain the**   * NQF * Credits * Certification process * Learning pathways |  |
| 4 | **Explain**   * Who is involved in the assessment and their role (learners, coach, assessors, managers, moderators) * Principles of assessment (fairness, confidentiality, validity, sufficiency) |  |
| 5 | **Explain the assessment process?**   * Check learner readiness for assessment (logbook / self assessment) * Assessment contract to be completed * Preparation of learner (this meeting) * The assessment (observation and knowledge questionnaire) * Judgement of the evidence * Outcome of assessment (competent, not yet competent, need further evidence) |  |
| 6 | **Give Learner copies of the following documentation and explain each document**   * The Assessment Guide which includes   + The relevant unit standard (s)   + Assessment contract   + Assessment plan   + Observation checklist   + Knowledge checklist |  |
| 7 | **Discuss the assessment plan** (complete the assessment plan document)   * Allow the learner to participate in the decisions made * Agree on dates, time and venue for the assessment and feedback * Agree on evidence the learner can submit * Agree and explain the assessment methods * Identify and discuss special assessment needs of the candidate * Identify and eliminate unfair barriers (language, disability etc) * Discuss and agree on witness requirements |  |
| 8 | **Tell the candidate his/her rights and responsibilities, the assessment procedures and policies**   * How many times they may be assessed * Appeals process / procedure * Reassessment policy |  |
| 9 | **Ensure the assessment environment is appropriate** or make special arrangements |  |
| 10 | Discuss moderation |  |
| 11 | Allow the learner opportunity to clarify any items discussed |  |

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| Learner declaration of acceptance of assessment instruments and relevant documentation: Date: | |
| Learners Name: | Signature |
| Assessors Name: Marshal Musarurwa | Signature: |

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| **1.1 Learner Assessment Contract** |

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| Your rights as a learner:   * **You have a right to appeal** against any judgment given as a result of any assessment. You must have valid reasons for doing this. * **You have the right to an interpreter** if you need one to perform this function. However if one of the learning assumptions for the standard is that you are competent within the language of assessment you may not have an interpreter. * **You can ask that an impartial observer attend any assessment.** This observer may not take any part in the assessment. * If you do not agree with the assessment **you have the right to have your assessment internally moderated.** If you still do not agree with the result of the assessment you can ask that the ETQA perform an **external moderated** on the assessment. If any verification upholds the assessment findings you will be held liable for all costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be liable for all cost of verification. * If during the assessment you are found 'not yet competent', your assessor **will encourage you to master the areas where you have not reached competency**, this will be recorded **on a development plan.** You are required to arrange with the assessor for a new assessment schedule. The assessor can only permit three such re-assessments. If a learner has not reached mastery after three additional attempts, your assessor reserves the right to remove you from the programme. | |
| **CONFIDENTIALITY**  Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by learners, assessors and moderators. No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process. | |
| **CONSENT**  I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the learner, hereby state that I have read the above and understood the contents thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan. I have requested this assessment in accordance with my own free will and without duress. | |
| **Signature**  **Learner** |  |
| **DATE** |  |

**FINAL SUMMATIVE ASSESSMENT - KNOWLEDGE QUESTIONAIRE**

**Time: 2 hours**

# Instructions

Please read the general rules for summative assessment carefully. It is the responsibility of learners to familiarise themselves with the examination rules prior to sitting for the examination.

Learners are warned that contravening any of the examination rules or disobeying the instructions of an invigilator could result in the examination being declared invalid and/or the learner being temporarily or permanently suspended.

**GENERAL RULES FOR SUMMATIVE EXAMINATIONS**

1. To be permitted access to the examination room, a learner must arrive with:
   1. an *Identity Document* or other official proof of identity; a passport or driver's license card with photo; and the required exam *stationery.*

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| QUALIFICATION: SAQA ID: 48872 SYSTEMS DEVELOPMENT |

**Section A: Knowledge Questionnaire**

**Important Note**: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

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| **ELO REFERENCE: ELO 3 AC1** |

1. Explain the purpose of designing an “Algorithm” and how it is used in an application.

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| An algorithm being a step by step procedure that is designed to solve a specific problem or task, it’s |
| purpose is to provide a clear, logical way for processing data, ensuring efficiency and accuracy in |
| operations. In applications, algorithms are used to handle tasks such as sorting data, searching for |
| information, or performing calculations. They help in optimizing performance, improving user |
| Experience and ensuring that tasks are executed consistently. |

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| **ELO REFERENCE: ELO 2 AC3** |

1. Explain the socio-economic impact that increased computer accessibility could have on your local community. Provide reasons to support your answer provided.

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| Increased computer accessibility can significantly boost socio-economic development in a local |
| community by enhancing education, creating job opportunities, and promoting digital literacy. |
| With more access, individuals can learn new skills, enabling them to participate in the digital economy |
| and secure higher-paying jobs. Small businesses can use technology to expand their reach, leading |
| to economic growth. Additionally, improved access to information and services, such as healthcare. |

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| **ELO REFERENCE: ELO 2 AC2** |

1. Explain the meaning of the terms AGILE and SCRUM and how it is used in a modern software development organisation.

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| AGILE |
| It is a flexible and iterative approach to software development that emphasizes collaboration, feedback |
| and rapid delivery of functional software. It allows teams to adapt to changes quickly and continuously |
| improve the product throughout its development lifecycle. |
| SCRUM |
| It is an agile framework that breaks down work into short, time-boxed iterations called sprints. It uses |
| Defined roles on the team such as Scrum Master, developer, client and others with regular standups |
| meetings to review progress and promote transparency, accountability along with iterative progress |
| And changes in the software development |
|  |

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| **ELO REFERENCE: ELO 2 AC 1** |

1. Reflect on your experience gained throughout this programme to discuss the

Also include a short description for each activity type and list the resources (space, equipment, materials) generally required to implement each activity.

Ensure that: activities and resources are culture-fair and free from race and gender bias, and are adapted where necessary for children with special needs.

|  |  |  |  |
| --- | --- | --- | --- |
| Microsoft Company  (Computer System / Application)  *Brief description:* | Operating System | Benefits (at least 2) | *Supported Networking Features* |
| Microsoft develops the  Windows operating system,  widely used for personal and  professional purposes  across a variety of hardware  platforms. It has been around  since 1975 | Microsoft Windows | **Software Compatibility**  It supports a wide range of software including third party applications.  **User friendly Interface**  Easy to navigate the UI  improving productivity  for users on all levels | WIFI  Ethernet  RFID |
| Apple Company  (Computer System / Application)  *Brief description:* | Operating System | Benefits (at least 2) | *Supported Networking Features* |
| Apple produces macOS, an  operating system with a  sleek design and seamless  integration with other Apple  products since 1976 where  it founded by Steve Jobs,  Steve Wozniak and Ronald  Wayne | Apple MacOS | **Security**  Built in advance security features including file-  vault encryption and gate  -keeper.  **User friendly Interface**  Easy to navigate the UI  improving productivity  for users on all levels | WIFI  Ethernet  AirDrop |

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| **ELO REFERENCE: ELO 3-4** |

1. Create a checklist that will outline the main software development principles (of SOLID) which should be adhered to by development staff including a short description of each principle.

Note: Include a short explanation / description below each checkpoint to clarify it’s meaning.

|  |  |  |  |
| --- | --- | --- | --- |
| No | Checkpoints | Yes | No |
| 1 | *Principle:*  Single Responsibility Principle (SRP) |  |  |
| *Explanation: A class should have only one reason to change, meaning it should*  *only have one job or responsibility. This reduces the complexity of the code and makes it easier to maintain and test,* such as a user class should only handle user-related data while another like UserService class handles user- related operations |
| 2 | *Principle:*  Open/Closed Principle (OCP) |  |  |
| *Explanation: Software entities (classes, modules, functions, etc.) should be open for extension but closed for modification. This means you can add new functionality without altering existing code, thus preventing bugs in already working systems,*  such as if you have a Shape class with a method area, you can extend it by creating a Circle class that inherits from it without modifying the original Shape class. |
| 3 | *Principle:*  *Liskov Substitution Principle (LSP)* |  |  |
| *Explanation: Subtypes must be substitutable for their base types without altering the correctness of the program. This ensures that a derived class can stand in for a base class, maintaining the expected behaviour of the application. Such as if you*  have a Bird class with a method fly, a Penguin class that inherits from Bird violates LSP because penguins cannot fly. Instead, you might create an interface and have only flying birds implement it. |
| 4 | *Principle:*  Interface Segregation Principle (ISP) |  |  |
| *Explanation: Clients should not be forced to depend on interfaces they do not use. This principle encourages the creation of smaller, specific interfaces rather than large, general-purpose ones, leading to more modular and maintainable code.*  Such as Instead of a single Vehicle interface with methods drive, fly, and sail, create separate interfaces can then implement only the interfaces relevant to them. |
| 5 | *Principle:*  Dependency Inversion Principle (DIP) |  |  |
| *Explanation: High-level modules should not depend on low-level modules; both should depend on abstractions. This principle promotes loose coupling by introducing abstractions to reduce dependencies between concrete implementation,* Such as Instead of a Database class being directly used by a UserService, have UserService depend on an interface like IDatabase that Database implements. This allows you to swap out different database implementations without changing UserService*.* |

Section B: Practical Assignment

Introduction: The following section contains 3 practical Assignments which you will need to complete. Ensure that you read each assignment carefully and follow the steps outlined to gather and include(attach) all the relevant evidence to support your competence.

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| **ELO REFERENCE: ELO 1 / ELO 4 AC 4/5** |

**Practical Assignment 1 - Improving Internal Communication**

1. Draw from the experience which you have gained in this course to devise a strategy which could be used to improve communication amongst development staff in your department.

Your strategy should include a suggested flow of information from one staff member to another in order to get the necessary workflow completed. Follow the steps below to complete the Assignment

**Step 1:** Draw up a suggested flowchart to show the process / steps of communication suggested to improve the current communication between staff members in your department.

**Instructions:** Added to your flowchart, include a short strategy description of the processes suggested on the flowchart diagram.

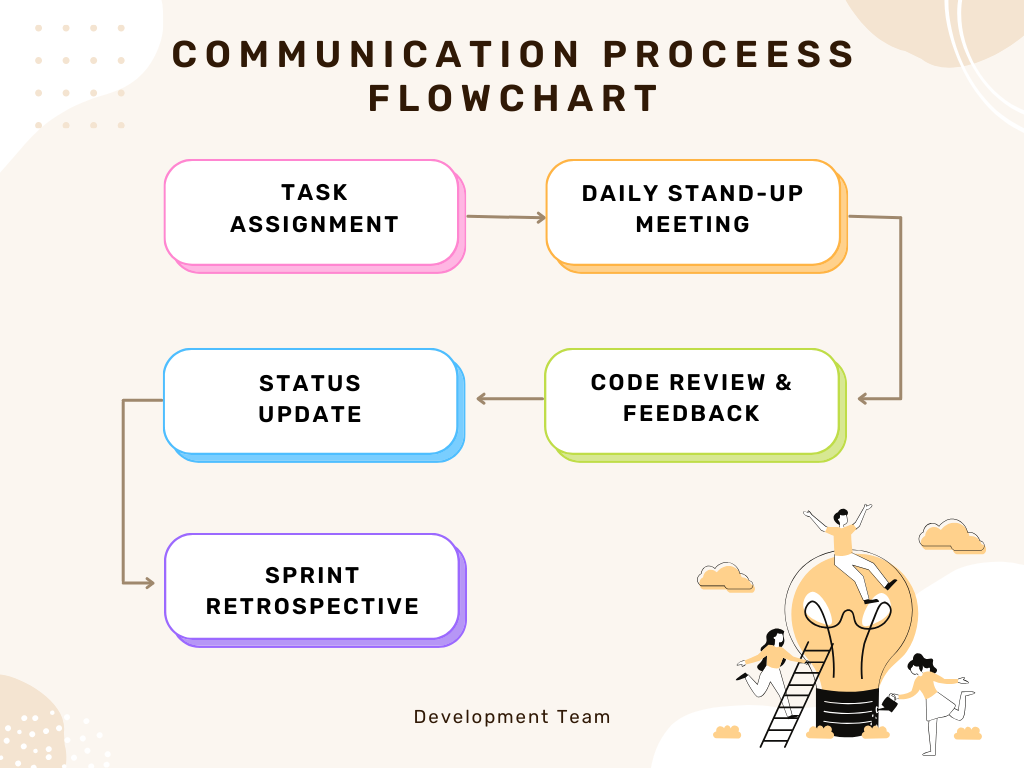
**Step 2:** Present this information to your fellow staff members in the form of a team member meeting to communicate your thoughts, suggestions and to obtain commitment (buy-in) from your team members.

**Step 3:** Record the feedback received from your fellow team members based on the suggested Flow Chart and suggested improvements. Attach an attendance sheet with at least two feedback memos / letters from any attendees of the meeting here as evidence.

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Practical Assessment 1

To improve internal communication amongst a development team



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| **ELO REFERENCE: ELO 5 AC2 ELO 3 AC1/3 ELO 4 AC2 ELO6 AC4** |

**Practical Assignment 2 – Software Testing Process**

1. Draw from the experience which you have gained in this course to devise a strategy to improve on the current software testing processes employed by your company.

**Step 1:** Consider popular bottlenecks and barriers to testing performance / efficiency. Identify areas for improvement.

**Step 2:** Collect information on and consider current industry standards, norms and technologies available to effectively test a computer program according to pre-defined specifications. Apply your suggestions using a practical example. *Note: Unit Testing can be done in C# / JAVA (Junit) or many other languages).*

* Write a Unit Test that effectively test the input / output of a given function as an example.

**Step 3:** Ensure that your Unit Test makes available of current technologies to ensure for efficiency and accuracy in your results. Run the test and produce the reports showing the improvements achieved through results produced.

Compose a report explaining your findings and to motivate the effectiveness of your changes in the example provided.

*Evidence Requirement:* Attach all the relevant information for each step above that details your findings and suggestions for future practices. Include your code / test reports and results as part of your assignment submission.

Assignment Notes:

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| **ELO REFERENCE: ELO 3 AC1/2/3 ELO 6 AC 1-5 / ELO7** |

**Practical Assignment 3 – Search and Sorting Application**

1. *Introduction*: A local business has approached you to solve a problem for a particular business need. The business has a manual list of customers (recorded in a txt or csv file) and would like to have an application that will enable them to easily search for and locate a customer’s details.

Draw from the experience which you have gained in this course to design an application which takes an input file (.txt or .csv) and reads / loads the contents into memory and then saves the data into a database.

The application should be able to perform the following functions:

* Read the data from an input file.
* Stores the data into a collection and then saves the data into a database.
* Sort the inputs (items) alphabetically.
* Searched for and finds a specific item based on a search term (input) provided by the user.
* Produces an output of a search result if found including the index / position of the item.
* Produces a list of all the content (customers) contained in the entire database.

Work with fellow team members to plan and discuss your design. Consider and adhere to ethical standards / practices when designing your application. Select a suitable programming language that meets the needs of the application.

Complete the design and development processes and document each step carefully. Produce and include documentation for the use of your application to guide them in the correct use of the application to achieve the desired result as intended.

Ensure that you adhere to relevant industry standards / norms when coding your application and testing it before presenting it to the customer. Ensure that your application incorporates checking for and controlling user input (ranges) to avoid errors and malfunctions from occurring.

*Evidence Requirement:* Your Assignment should include the following attachments as a minimum:

1. Application design / planning documentation
2. Application code
3. Application tests / reports
4. Application documentation

Ensure that you include screenshots illustrating each step in your application.

FOR ASSESSOR

File Checked:

|  |  |
| --- | --- |
| Date | Assessor Signature |
|  |  |
|  |  |
|  |  |

This is to verify that the learner has completed all the above and has achieved competence.

Assessor Name: Marshal Musarurwa Assessor Reg. No: RAS/08/2019/0002



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

This is to certify that the above work is authentic and my own.

Learners Name:\_Sinwamadi Boitumelo Perez\_\_\_\_\_\_\_\_\_ Learners Reg No:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learners Signature:\_Sinwamadi B.P.\_ \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_05 November, 2024

|  |
| --- |
| **FEEDBACK SECTION** |
| Comments from Learner: |

|  |  |
| --- | --- |
| **JUDGEMENT REPORT** | |
| Meet the requirements:  Requires additional evidence:  Can continue to the next assessment: | Do not meet the requirements:  Requires another assessment:  Requires another assessment by another assessment: |
| Action required: By when: | |
| Assessor’s feedback remarks | |
|  | |

|  |  |  |
| --- | --- | --- |
| **Declaration by Learner** | | |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment judgment and have no further questions relating to this particular assessment instrument. | | |
|  | Marshal Musarurwa |  |
| Learner Name & Signature Date | Assessor Name & Signature Date | Moderator Name & Signature Date |

|  |
| --- |
| **ASSESSMENT DECISION AND DECLARATION** |

**Indicate with a tick in the relevant sections:**

|  |  |
| --- | --- |
| The learner has not submitted sufficient evidence and is therefore not yet competent |  |
| The learner is required to submit additional evidence against the following: |  |
| The learner is required to improve in the following: |  |
| The learner is required to be reassessed: |  |
| The learner is required to be assessed by another assessor: |  |
| The learner has submitted evidence that is valid, relevant, current, sufficient and authentic against all the listed specific outcomes an covered all range statements and critical cross field outcomes |  |
| The learner is competent against the listed unit standards |  |
| The learner can be issued with a unit certificate |  |
| The learner has completed a full qualification |  |

|  |  |
| --- | --- |
|  |  |
| Assessors full name & signature: Marshal Musarurwa | Date |

|  |  |  |
| --- | --- | --- |
| **Declaration by Learner** | | |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ declare that I am satisfied that the assessment conducted by the Assessor was relevant, sufficient, and constructive. I accept the assessment decisions and have no further questions relating to this particular assessment process. | | |
|  |  |  |
| Learner name & sign Date | Assessor name & sign Date | Moderator name & sign Date |

|  |  |
| --- | --- |
| **Reassessment Decision** | |
| The learner has submitted evidence that is valid, relevant, current, sufficient and authentic against all the listed specific outcomes an covered all range statements and critical cross field outcomes |  |
| The learner is competent against the listed unit standards |  |
| The learner can be issued with a unit certificate |  |
| The learner has completed a full qualification |  |

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| --- | --- |
|  |  |
| Assessors full name & signature | Date |

|  |  |  |
| --- | --- | --- |
| **Declaration by Learner** | | |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ declare that I am satisfied that the assessment conducted by the Assessor was relevant, sufficient, and constructive. I accept the assessment decisions and have no further questions relating to this particular assessment process. | | |
|  |  |  |
| Learner name & sign Date | Assessor name & sign Date | Moderator name & sign Date |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| EVALUATION OF ASSESSMENT | | | | | | | | |
| Learner Name |  | | | Assessor name | | | |  |
| Unit Stds |  | | | Date | | | |  |
| **Review dimension** | | **Learner**  **Yes No** | | | **Assessor**  **Yes No** | | **Action** | |
| Were the principles / criteria for good assessment achieved? | |  |  | | **✓** |  |  | |
| Did the assessment relate to the registered standard? | |  |  | | **✓** |  |  | |
| Was the assessment practical? | |  |  | |  | **✓** |  | |
| Was it time efficient and cost-effective? | |  |  | | **✓** |  |  | |
| The assessment did not interfere with my normal responsibilities? | |  |  | | **✓** |  |  | |
| Was the assessment instrument fair, clear, and understandable? | |  |  | | **✓** |  |  | |
| The assessment judgment was made against set requirements? | |  |  | | **✓** |  |  | |
| Was the venue and equipment functional? | |  |  | | **✓** |  |  | |
| Were special needs identified and the assessment plan adjusted? | |  |  | | **✓** |  |  | |
| Was feedback and communication constructive? | |  |  | | **✓** |  |  | |
| Was an opportunity to appeal given? | |  |  | | **✓** |  |  | |
| Was all evidence recorded? | |  |  | | **✓** |  |  | |
| Were the review / evaluation process apparent and user friendly? | |  |  | | **✓** |  |  | |

|  |  |  |
| --- | --- | --- |
| **Learner Declaration of Understanding** | | |
| I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid | | |
|  |  |  |
| Learner Name & Sign Date | Assessor Name & Sign Date | Moderator Name & Sign Date |