|  |
| --- |
| **FURTHER EDUCATION AND TRAINING CERTIFICATE: INFORMATION TECHNOLOGY: SYSTEMS DEVELOPMENT**  **ID 78965 LEVEL 4 – 165 CREDITS** |
| **SUMMATIVE ASSESEMENT**  **SAQA: 14917**  **EXPLAIN COMPUTER ARCHITECTURE CONCEPTS** |

|  |  |
| --- | --- |
| **FULL NAME & SURNAME** |  |
| **ID NUMBER:** |  |
| **NAME OF ASSESSOR** |  |
| **DATE OF ASSESSMENT** |  |
| **VENUE** |  |

|  |  |  |
| --- | --- | --- |
|  | **ACHIEVED** | **NOT ACHIEVED** |
| **KNOWLEDGE** |  |  |
| **SKILLS** |  |  |

|  |  |
| --- | --- |
|  |  |
| **Signature of learner** | **Signature of Assessor** |

**ASSESSMENT PACK**

**Please complete the following sections (A and B) before commencing with this assessment. The moderator of this assessment will complete section C.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Section A Learner Information** | | | | | | | | | | | | | | | | |
| **Name:** | | | | | | |  | | | | | | | | | |
| **Surname:** | | | | | | |  | | | | | | | | | |
| **Date:** | | | | | | |  | | | | | | | | | |
| **Contact telephone no:** | | | | | | |  | | | | | | | | | |
| **Learnership agreement no:** | | | | | | |  | | | | | | | | | |
| **Company:** | | | | | | | **Site:** | | | | | | | | | |
| **ID** |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Section B Assessor Information** | | | | | | | | | | | | | | | | |
| **Name:** | | | | | | |  | | | | | | | | | |
| **Surname:** | | | | | | |  | | | | | | | | | |
| **Date:** | | | | | | |  | | | | | | | | | |
| **Contact telephone no:** | | | | | | |  | | | | | | | | | |
| **Assessor no:** | | | | | | |  | | | | | | | | | |
| **Provider no:** | | | | | | | **Site:** | | | | | | | | | |
| **ID** |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Section C Moderator Information** | | | | | | | | | | | | | | | | |
| **Name:** | | | | | | |  | | | | | | | | | |
| **Surname:** | | | | | | |  | | | | | | | | | |
| **Date:** | | | | | | |  | | | | | | | | | |
| **Contact telephone no:** | | | | | | |  | | | | | | | | | |
| **Moderator no:** | | | | | | |  | | | | | | | | | |
| **Provider no:** | | | | | | | **Site:** | | | | | | | | | |
| **ID** |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Results:** |
|  |
|  |
|  |

|  |
| --- |
|  |

|  |
| --- |
|  |

**1. INSTRUCTIONS TO ASSESSOR**

**Introduction:**

This assessment guide has been designed as a generic assessment guide and is intended for use by the accredited Training Providers.

**Purpose of the assessment**

The purpose of summative assessment against this unit standard is to:

♦ Award credits to the NQF to learners who are able to start and run their businesses.

**Learning assumptions**

The following knowledge, skills, attitude and/or equivalent:

♦ Demonstrate knowledge of communication and numeracy at Abet Level 3

**Assessment methods**

The following assessment methods will be used for the summative assessments:

♦ written and/or/verbal questioning

♦ Product sample and on site assessment

**2. Assessment Process**

**General**

* Use the assessment guide and your latest company policies and standard operating procedures to assess the evidence received from the learner.
* Use the section: Addition Comments/Questions to note down any further comments or questions on the evidence assessed.
* Use the model answers as a guideline to assess the learner’s answers to the assessment questionnaire.
* The learner can complete the assessment questionnaire orally. In this case, agree a date, time and venue.
* Provide the learner with a feedback within 10 working days of receiving the evidence.

**Step 1 - Planning for the Assessment**

Review this assessment guide to:

* Ensure that you understand all the requirements of the assessment in terms of evidence required to prove competence.
* Identify and prepare the learner for the assessment by:
  + Completing the Assessment Plan with the learner to discuss and agree the details regarding the assessment.
  + Completing the Assessment Preparation Checklist and getting the learner to sign.
* Ensure that you have familiarized yourself with the following:
  + The various patrolling functions and standard operating procedures within the company.

**Step 2: Complete the Assessment**

* Collect the evidence in accordance with the methods and evidence requirements specified.
* Mark each question as correct or incorrect in the “Office Use” column.
* Record the evidence on the assessment guide and indicate “Competent”, “Not Yet Competent” or “Not Assessed” for each assessment criterion. Note down any comments at the back of the assessment guide.
* Ask the learner additional questions, if necessary, to clarify points. Record these on the guide.
* All questions must be complete as per the criteria specified.
* Answers provided must be similar to the model answers.

**Step 3 - After the Assessment**

* Prepare the feedback by writing comprehensive, developmental feedback after each section on the Assignment Sheets. In addition to this, you are required to write a summary overall feedback on the Assessment Guide.
* Provide the feedback to the learner in a safe, undisturbed in nature.
* Ensure that your feedback is developmental and supportive in nature.
* Advise the learner on what action to follow in the event of a “Not Yet Competent” rating.
* Advise the learner on what action to take where he/she feels the need to appeal against your decision.
* Allow the learner time to provide you with feedback relevant to the process.
* Record the learner’s feedback in the guide and ensure that it is given to the person responsible for the quality assurance of assessment tools.
* Ensure that the learner co-signs the assessment guide to indicate agreement with the feedback.

**3. Assessment documentation required:**

**Step 1: Planning for the Assessment**

♦ Assessment Plan

♦ Assessment Preparation Checklist

♦ Assessment Policy (including Appeals)

♦ Evidence Matrix

♦ Assessment Instruments

**Step 2: Conducting the Assessment**

♦ Assessor Guide

♦ Learner’s workbook

♦ Summative assessment pack

**Step 3: After the Assessment**

♦ Assessment Comments

♦ Feedback Report

**4. Specific Instructions**

Please note that Part 3 Assessment Instruments are not included in this guide and are to be included by the assessor on an individual basis.

The actual summative assessments need to be completed and signed off by both learner and assessor. The assessor will take control of the completed assessment instruments and will file them under the tab for Assessment Evidence.

The completed assessment pack will be kept in safekeeping at the training provider for three months after endorsement by SETA and will then be returned to the learner.

**Guidelines where** a**n appeal is lodged**

* The normal appeal procedure prescribed by SETA and described by the provider’s Quality Management System will be followed.

|  |
| --- |
|  |

|  |
| --- |
|  |

**ASSESSMENT PLAN**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ASSESSMENT DETAILS** | | | | | | | | | | | |
| **Date of Assessment** | | | | **Option 1** | **Option 2** | | | | **Option 3** | **Option 4** | |
|  |  | | | |  |  | |
| **TIME OF ASSESSMENT** | | | | | | | | | | | |
| **Start:** |  | | | | | **End:** | |  | | | |
| **VENUE** |  | | | | | **Contact**  **person** | |  | | | |
| **LANGUAGE MEDIUM**  **METHOD OF** | | | | | |  | | | | | |
| **METHOD OF ASSESSMENT (please tick off the one to be used)** | | | | | | | | | | | |
| **OBSERVATION** | | | **ORAL** | | | | | **WRITTEN** | | | |
| **Simulation** | |  | **Knowledge test** | | | |  | **Knowledge test** | | |  |
| **Product** | |  | **Interview** | | | |  |  | | |  |

**PRE-ASSESSMENT MEETING CHECKLIST**

|  |  |  |
| --- | --- | --- |
| **ACTION** | **YES/NO** | **COMMENTS** |
| Set learner at ease; be friendly, polite and professional. |  |  |
| Explain to the learner and agree on the following issues.   1. The unit standard that will be assessed 2. Date, time, venue and process to be followed during the assessment. 3. Summative assessment tools to be used for the assessment. 4. The assessment plan 5. Purpose of assessment |  |  |
| Explain to the learner and agree on the role of all involved during the assessment process. |  |  |
| Identify possible barriers and or disabilities of the learner. |  |  |
| Explain the meaning and application ofRPL. |  |  |
| Explain, discuss and provide one complete set of the Appeals process documentation. |  |  |
| Explain to the learner when final results will be available and how feedback will be provided. |  |  |
| Discuss previous assessment results if applicable. |  |  |

I, MM Ngewu (initials and surname of learner), DECLARE THE FOLLOWING:

A copy of the unit standard(s) involved has been given to me prior to this meeting. I know I will be assessed against the criteria, which have been set to the applicable unit standards. The criteria have been discussed with me, and the procedures and purpose of the assessment has been clearly explained to me.

I am well aware of the venue, date and time that I will be assessed. I consider the period of time given to me to prepare myself for the assessment to be fair.

I understand clearly that I have the right to appeal against any decision made by the assessor during the assessment of the evidence provided by me, and that I have free access to the appeals procedures attached to this assessment pack. I understand that I have the right to be accompanied by another person during all procedures, and that I have free access to the Training Division of SBV’S Health and Safety Procedures- filed at the offices.

|  |  |
| --- | --- |
|  |  |
| **Signature of learner** | **Date** |

|  |
| --- |
|  |

|  |
| --- |
|  |

**Assessment Instruments**

|  |
| --- |
| **TAKE NOTE** |
| **The assessment instruments included in this assessment pack are all summative assessment instruments and are to be read in conjunction with the formative assessment instruments contained in the learner workbook. Both formative (workbook) and summative assessments are to be retained as part of the learner’s portfolio of evidence.** |

**A number of the assessment instruments contained in this assessment are workplace knowledge based questions. This means that you will arrange with the learner, a time that is suitable, during which the learner will complete each questions.**

**Complete the following activities according to the instructions provided**

|  |  |  |
| --- | --- | --- |
| **Activity** |  | **Mark** |
| **1** | **Describe the****operation and implementation of  components**  **of a computer** | **5** |

**Central Processing Unit (CPU):**

Operation: The CPU is the "brain" of the computer. It executes instructions, performs calculations, and manages data.

Implementation: CPUs are typically microprocessors from manufacturers like Intel and AMD. They consist of arithmetic logic units, control units, and registers and execute instructions from computer programs.

**Memory (RAM - Random Access Memory):**

Operation: RAM stores data and instructions that the CPU needs to access quickly during operation.

Implementation: RAM modules are commonly used, and the size of RAM determines the computer's multitasking capabilities and performance.

**Storage Devices (Hard Drive, SSD):**

Operation: Storage devices store data, programs, and the operating system for long-term use.

Implementation: Hard drives use spinning disks to store data, while SSDs (Solid State Drives) use flash memory for faster, more reliable storage.

**Motherboard:**

Operation: The motherboard connects and coordinates all computer components. It houses the CPU, RAM, and other hardware.

Implementation: Motherboards have various slots and connectors for components, including CPU sockets, RAM slots, and expansion slots.

|  |  |  |
| --- | --- | --- |
| **Activity** |  | **Mark** |
| **2** | **Explain the concept of firmware. What are the advantages of firmware?** | **6** |

Firmware is a type of software that is permanently stored in hardware devices, such as computer components, smartphones, or embedded systems. It acts as an intermediary layer between the hardware and the operating system (OS) or applications. Unlike software that can be easily changed or updated, firmware is generally not intended to be modified by end-users and is, in a sense, a form of "permanent" software.

**Advantages:**

flexibility - by replacing the PROM component we can increase the set of machine instructions, e.g. we can implement vector multiplication as a machine operation.

less cost of the hardware - the simpler the instructions, the easier to hardwire them.

|  |  |  |
| --- | --- | --- |
| **Activity** |  | **Mark** |
| **3** | **List the parts of a computer.** | **5** |

**Central Processing Unit (CPU):** The "brain" of the computer, responsible for executing instructions and performing calculations.

**Memory (RAM - Random Access Memory):** Provides temporary storage for data and programs that the CPU needs to access quickly.

**Storage Devices**: These include hard drives (HDD) or solid-state drives (SSD) for long-term data storage.

**Input Devices**: Hardware that allows users to interact with the computer, such as keyboards, mice, and touchscreens.

**Output Devices:** Hardware that presents information to the user, including monitors, printers, and speakers.

**Operating System (OS):** Manages hardware resources, provides a user interface, and runs software applications.

|  |  |  |
| --- | --- | --- |
| **Activity** |  | **Mark** |
| **4** | **Describe and explain the functions of any (3) named components of the computer.** | **10** |

|  |  |  |
| --- | --- | --- |
| **Activity** |  | **Mark** |
| **5** | **Briefly describe the following**   * **Data handling and Memory operations** * **Control flow operations** * **Arithmetic and Logic operations** | **10** |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Activity** |  | **Mark** |
| **6** | **Briefly describe the Complex Instruction Set Computer (CISC) Pros and Cons** | **10** |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **ASSESSOR REPORT** |
| **ASSIGNMENT**  CANDIDATE NAME:  DATE OF FEEDBACK: |
| OVERALL ASSESSMENT DECISION:  I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the assessor, declare the candidate **Competent / Not Yet Competent** (circle relevant) on all the criteria within the assignment. |
| STRENGTHS: |
| WEAKNESSES: |
| LEARNER COMMENTS: |
| DEVELOPMENT PLAN: |
| CANDIDATE DECLARATION:  I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the candidate, declare that I have received feedback and been informed of my overall competence for the criteria within the assignment. |
| ASSESSOR SIGNATURE LEARNER SIGNATURE  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |