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| **FURTHER EDUCATION AND TRAINING CERTIFICATE: INFORMATION TECHNOLOGY: SYSTEMS DEVELOPMENT**  **ID 78965 LEVEL 4 – 165 CREDITS** |
| **SUMMATIVE ASSESEMENT**  **SAQA: 14920**  **PARTICIPATE IN GROUPS AND/OR TEAMS TO RECOMMEND SOLUTIONS TO PROBLEMS** |

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

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

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| **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.**

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

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

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

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| **Results:** |
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**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.

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**ASSESSMENT PLAN**

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| **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**

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| **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 of RPL. |  |  |
| 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, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (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.

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

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**Assessment Instruments**

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| **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**

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| **Activity** |  | **Mark** |
| **1** | **Define a team and identify different types of teams** | **5** |

A team is a group of individuals working together to achieve a common goal or objective. Teams are typically formed to address complex tasks, projects, or problems that require collaboration and the collective effort of team members. Various types of teams exist, each designed to serve different purposes and functions. Here are some common types of teams:

* Functional or departmental teams
* cross-functional teams
* Self-managing teams

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| **Activity** |  | **Mark** |
| **2** | **Outline how one can contribute to team problem solving** | **10** |

Contributing to team problem solving involves active participation and collaboration to help the team collectively address and resolve the issue at hand. Here's an outline of how one can effectively contribute to team problem solving:

1. Understand the Problem:

Begin by thoroughly understanding the problem or challenge. Ask questions, gather information, and seek clarification if needed.

1. Share Your Perspective:

Offer your insights and ideas regarding the problem. Be clear and concise in your communication. Use "I" statements to express your opinions, e.g., "I believe that..."

1. Collaborate and Brainstorm:

Encourage brainstorming sessions where team members can freely share their thoughts and ideas. Create an open and inclusive environment.

1. Contribute Constructive Criticism:

If you disagree with an idea, provide constructive criticism rather than criticism that shuts down the conversation. Offer alternative solutions or suggest improvements.

1. Maintain a Positive Attitude:

Stay positive and supportive throughout the problem-solving process. Positivity can help motivate and inspire the team.

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| **Activity** |  | **Mark** |
| **3** | **List advantages and disadvantages of using a group to solve a problem:** | **10** |

**Advantages:**

**Diverse Perspectives**: Groups bring together individuals with different backgrounds, experiences, and viewpoints, which can lead to a more comprehensive and creative problem-solving process.

**Collective Knowledge**: A group can tap into the collective knowledge and expertise of its members, potentially resulting in better-informed decisions and solutions.

**Increased Creativity**: Brainstorming within a group can lead to more innovative and creative ideas, as one person's input can spark new ideas in others.

**Enhanced Decision-Making**: Group decision-making can lead to well-rounded decisions that consider a wide range of factors and potential consequences.

**Shared Responsibility:** Group members share the responsibility for the outcome, which can motivate individuals to invest more effort in finding effective solutions.

**Disadvantages:**

**Time-Consuming:** Group decision-making can be time-consuming, as it often involves discussion, debate, and consensus-building, which may slow down the problem-solving process.

**Conflict and Tension**: Differences in opinion or personality conflicts can arise within the group, leading to tension and potentially hindering progress.

**Groupthink**: In some cases, group members may conform to the dominant viewpoint within the group, leading to a lack of critical thinking and the suppression of innovative ideas.

**Coordination Challenges**: Managing a group and ensuring that all members contribute effectively can be challenging, especially in larger groups.

**Loss of Individual Responsibility**: Some members may rely on others to carry the load, leading to a diffusion of responsibility and potentially less commitment to finding a solution.

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| **Activity** |  | **Mark** |
| **4** | **Briefly outline ten qualities of an effective team player in order to contribute to the proper functioning of a group or a team.** | **10** |

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| **Activity** |  | **Mark** |
| **5** | **What are the Roles That Contribute to the Atmosphere of a group or team?** | **8** |

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| **Activity** |  | **Mark** |
| **6** | **Explain the importance of Treating others in a respectful and supportive manner** | **5** |

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

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| **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  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |