
Citrus Business Management Programme

Module 1

Learner Induction and
Orientation

Formative PoE Guide

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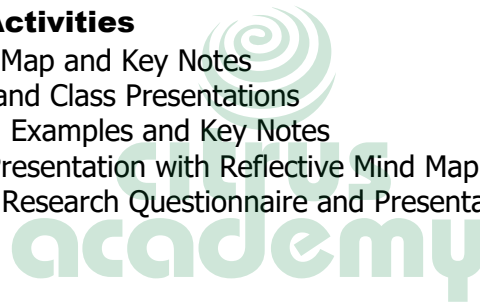
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Assessor Orientation

Unit Standard Information

Use language and communication in occupational learning programmes

SAQA US ID	UNIT STANDARD TITLE			
119467	Use language and communication in occupational learning programmes			
ORIGINATOR				
SGB GET/FET Language and Communication				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 04 - Communication Studies and Language			Language	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 3	NQF Level 03	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
8973	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5	Complete

PURPOSE OF THE UNIT STANDARD

The purpose of this unit standard is to facilitate learning and to ensure that learners are able to cope with learning in the context of learnerships, skills programmes, and other learning programmes. Many adult learners in the FET band have not been in a learning situation for a long time, and need learning and study strategies and skills to enable successful progression.

Learners competent at this level will be able to deal with learning materials, to access and use useful resources, to seek clarification and help when necessary, and apply a range of learning strategies. They do this with an understanding of the features and processes of the workplace and occupations to which their learning programme refer.

- Access and use suitable learning resources
- Use learning strategies
- Manage occupational learning programme materials
- Conduct basic research, analyse and present findings
- Function in a team

- Reflect on how characteristics of the workplace and occupational context affect learning

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge and communication skills laid down in the Revised National Curriculum Statements and unit standards up to NQF level 2.

UNIT STANDARD RANGE

Learning materials appropriate to the learners in a given context.

The complexity of the texts in the learning programme are appropriate to the levels of the learning programme, which will in turn influence the application of this unit standard.

Specific range statements are provided in the body of the unit standard where they apply to particular outcomes or assessment criteria.

information

Unit Standard References

The SAQA registered unit standards associated with this learning program are included in this guide for your information.

Please do not hesitate to ask the facilitator or assessor to explain anything that you do not understand or need help with.

Associated Qualification

This unit standard forms part of the learner support materials for the following qualification:

Further Education and Training Certificate: New Venture Creation

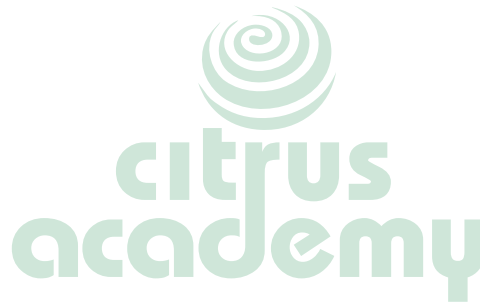
SAQA QUAL ID	QUALIFICATION TITLE			
66249	Further Education and Training Certificate: New Venture Creation			
ORIGINATOR				
Task Team - New Venture Creation				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
SERVICES - Services Sector Education and Training Authority			OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD		SUBFIELD	
Further Ed and Training Cert	Field 03 - Business, Commerce and Management Studies		Generic Management	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	149	Level 4	NQF Level 04	Regular-Unit Stds Based

REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
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This qualification replaces:

Qual ID	Qualification Title	Pre-2009 NQF Level	NQF Level	Min Credits	Replacement Status
23953	Further Education and Training Certificate: New Venture Creation (SMME)	Level 4	NQF Level 04	162	Complete



Learner Details

First name:	
Surname:	
ID number:	
Mobile phone contact number:	
E-mail address:	
Postal address:	
Dates on which you completed this formative PoE guide:	
Declaration:	I hereby confirm that: • I received the assessment plan and schedule. • I understand my rights in terms of special needs, re-assessment, feedback and appeals against assessment decisions. • I completed the formative assessment independently without assistance from anyone else.
Date:	
Place:	
Signature:	
Signature of Assessor:	

information

Important

Please remember that this document is seen as legal evidence of your competence. It is very important that you sign and date each section where requested. Your signature confirms that this work is your own and that you have not committed fraud in any way.

Learner Assessment Plan and Schedule

What?

What is it that I will be assessed in?

- ❖ You will be assessed in the outcomes for unit standard 119467.

What will be expected from me during formative assessment?

- ❖ You have to complete ALL the activities in the formative portfolio of evidence guide during the course of the learning.
- ❖ If you are assigned a teamwork or paired practice activity, it is your responsibility to attach key notes, a copy, a picture or a sample of the evidence produced by your team. (Please do NOT leave blank activities).
- ❖ Please write in pen at all times.
- ❖ Please make sure that you sign and date the pages where requested.

What will be expected from me during summative assessment?

- ❖ Please work alone to complete these activities and questionnaires. If you copy work from others or let them copy your work, you will automatically be declared not yet competent.
- ❖ Please do NOT leave blank activities.
- ❖ Please write in pen at all times.
- ❖ Please make sure that you sign and date the pages where requested.

Where?

Where will the assessment take place? (Venue)

- ❖ All assessments will take place at the training centre in the training room under supervision of the evidence collecting facilitator.

Who?

Who is the assessor?

- ❖ The assessors are Zama Madikizela and Mpho Mazubane.

How can I contact the assessor if something unforeseen happens?

- ❖ You can contact them at the Scientific Roets office on [\(039\) 727-1515](tel:0397271515) or via email: zama@scientificroets.com or mpho@scientificroets.com.

When?

On which date and at what time will the assessment take place or should my formative PoE be handed in?

- ❖ The formative assessment activities are completed during the presentation of the learning programme module.

- ❖ Your completed formative portfolio of evidence has to be handed in on Friday of this training week at the close of the day.
- ❖ The summative assessments take place after the completion of each chapter.
- ❖ The facilitator will put up a schedule of times for summative assessments in the classroom.
- ❖ Please check it carefully and make sure you prepare by revising the information in your formative PoE and by completing the self-assessment exercise in your learner workbook.

How?

How will I be assessed, and what kinds of assessment instruments are included in this PoE?

Formative assessment includes a range of team and individual learning activities as follows:

- ❖ F119467.1 – Brainstorm, Mind Map and Key Notes
- ❖ F119467.2 – Paired Research and Class Presentations
- ❖ F119467.3 – Team Discussion, Examples and Key Notes
- ❖ F119467.4 – Team Research Presentation with Reflective Mind Map
- ❖ F119467.5 – Team Strategy Presentation
- ❖ F119467.6 – Team Workplace Research Questionnaire and Presentation

Summative assessment includes the following assessment instruments:

- ❖ S119467.1 – Mind Map and Knowledge Questionnaire
- ❖ S119467.2 – Knowledge Questionnaire
- ❖ S119467.3 – Work Sample and Assessment Rubik
- ❖ S119467.4 – Reflective Process Questionnaire
- ❖ S119467.5 – Team Participation Rating Scale
- ❖ S119467.6 – Reflective Questionnaire

What do I need?

For formative assessment you will need:

- ❖ Your formative PoE guide
- ❖ Your learner guide
- ❖ A dictionary
- ❖ Access to your learning team members
- ❖ Access to the internet
- ❖ Stationery
- ❖ Isometric paper
- ❖ A protractor and callipers

For your summative assessment you will need:

- ❖ Your summative PoE guide

- ❖ A dictionary
- ❖ Access to the internet
- ❖ Stationery
- ❖ Isometric paper
- ❖ A protractor and callipers

Who else may be involved?

Are there other people who need to be involved in this assessment process?

For the formative assessment, you may work with the other members of your learning team.

For the summative assessment the following people will form part of the process:

The evidence collecting facilitators:

- ❖ Their role is to guide and support you in the collection of the evidence and to prepare you for summative assessment.

The assessor:

- ❖ The assessor will evaluate all the formative and summative evidence of assessment that you include in your portfolios and determine if it shows that you are competent in the outcomes of the unit standard(s).
- ❖ He / she will also give you feedback on your competence and guide you in case you need to submit additional evidence of your competence.

The moderator:

- ❖ The moderator will do spot checks on evidence and make sure that the assessment process has been completed correctly.

How will we know if the process is complete?

What will happen once we have completed this assessment process and the workbook has been handed in?

- ❖ The portfolios are submitted to the assessor for marking and evaluation.
- ❖ During the week when you are at home you will receive feedback via telephone call, SMS or email from the assessor.
- ❖ On your first day back in class, you will receive the formal written feedback document from the assessor. You need to read it carefully and sign it off. It is important to complete the supplementary activities or re-assessment as communicated by the assessor to be able to reach competence.
- ❖ The process is only complete after you have received feedback and a final competence declaration from the assessor.

What if?

What if I am not ready to be assessed?

- ❖ If you feel that you are not ready to be assessed, you should contact the evidence collecting facilitator to make alternative arrangements.

- ❖ You should also inform the assessor via email of the reasons why you feel that you are not ready for assessment, and confirm what alternative arrangement has been agreed.
- ❖ Attach a copy of your written request to the first page of this portfolio of evidence.

What if I have a special need, for example, a translator or I struggle to write?

- ❖ If you have a special need (you need a translator or you struggle to write fast or you are living with a disability), then it is important that you inform the evidence collecting facilitator and the assessor at the BEGINNING of the learning week in writing, please.
- ❖ Attach a copy of your written request to the first page of this portfolio of evidence.

What if I get sick on the day of assessment?

- ❖ If you are sick on the day of assessment, you should contact the evidence collecting facilitator to make alternative arrangements.
- ❖ You also need to submit a doctor's note.
- ❖ You should also inform the assessor via email of the fact that you were sick and confirm what alternative arrangement has been agreed.
- ❖ Attach a copy of your written request and the doctor's note to the first page of this portfolio of evidence.

What if I am not happy with the assessor's decision?

- ❖ You have the right to appeal the assessor's competence decision.
- ❖ The appeals procedure and application form is available from the evidence collecting facilitator on request.

Formative Assessment Activities

F119467.1 – Brainstorm, Mind Map and Key Notes

- ✓ During your occupational learning programme, you will need to be able to find information and use your own initiative to maximise your learning. To maximise your learning opportunities, it helps to have a plan.
- ✓ Work as a team to complete this activity.

Questions:

1. Brainstorm as many sources of learning and business information as you can come up with. Write down below all the items that your team came up with.

2. Now revise your team's list in order to sort the resources you identified into the given categories. Arrange your sorted list into a mind map. The categories to sort your list into:

- Resource centres
- General texts
- Printed and visual media
- Internet
- Other people

--

3. Nominate someone from your team to present your team's mind map to the rest of the class. After each team's presentation, invite others in the class to provide feedback in order to improve the lists. Did sharing your thoughts help the class to all improve their lists? (Learning from each other is also

an important source of information.) Make key notes of your observations during the presentation session.

4. Look at the learning resources categories listed below. Select one example of each category from your team mind map and then write down key notes as a reminder for yourself of exactly where you will be able to find this kind of resource in the workplace or learning environment where you will be completing your training programme. In the last column, add notes on what type of information or support you expect to find from this resource.

Category	Where will I find it? (address)	What kind of support or info do I expect to find here?
Resource centres		
General texts		
Printed and visual media		
Internet		
Other people		

5. Brainstorm as a team and conclude a strategy that you will use to ensure that the research information you find on the internet is relevant and correct for the South African business

environment you are studying. Ask your team presenter to present your strategy to the rest of the class.

6. Work as a team to find an example of a written text or resource within the training room or environment and then prepare a practical example of how to reference this resource according to Harvard style principles. Ask your team presenter to present your example to the rest of the class.

F119467.2 – Paired Research and Class Presentations

- ✓ During the course of this learning programme, you will need to apply many different learning strategies in order to gain the skills, knowledge and attitudes required in order to reach competence.
- ✓ It is important that you know exactly how to apply each strategy optimally and correctly.
- ✓ Work in pairs to complete this activity.
- ✓ The facilitator will allocate each pair two research topics from the following list of learning strategies:
 - Summarise information
 - Group brainstorming
 - Group analysis
 - Peer- and self-assessment
 - Mind Mapping
 - Note taking
 - Memorising
 - Keywords
 - Underline
 - Skim reading
 - Scanning
 - Questioning techniques
 - Read, interpret, and analyse
 - Active listening
- ✓ Access the learning resources you identified in the first activity (including your learner guide), and research the correct method to apply the allocated two strategies.
- ✓ Present the learning strategies you were allocated to the rest of the class.
- ✓ Make key notes from your own and all the other class presentations as a reminder for yourself on what will be expected from you when you are asked to apply each strategy.

Learning Strategies:

1. Summarising information

2. Group brainstorming

3. Group analysis

4. Peer- and self-assessment

5. Mind mapping

6. Note taking

7. Memorising

8. Keywords

9. Underlining

10. Skim reading

11. Scanning

12. Questioning techniques

13. Read, interpret, and analyse

14. Active listening



F119467.3 – Team Discussion, Examples and Key Notes

- ✓ Work as a team to complete this activity.

Questions:

1. Analyse the list of learning materials below, and decide whether you will have to use each of these types of materials during your learning programme or not. If you indicated "yes" then write key notes on where you may find this resource. If you indicated "no" then write key notes to indicate why you think this kind of learning resource may not be relevant to this learning programme:

Resource	Yes	No	Notes
Videos or DVDs			
Internet			
Texts			
Hand-outs			
Textbooks			
Charts			
Maps			
Plans			
Diagrams			

2. Find a definition for each of the following:

2.1. Index or contents page

2.2. Glossaries

2.3. Electronic texts

3. What would you do if you were presented with technical language or terminology that you did not understand, during the course of your learning programme?

F119467.4 – Team Research Presentation with Reflective Mind Map

- ✓ Work as a team to complete this activity.
- ✓ **Important Note!!** The main purpose of this activity is to practice the methodology of doing research. In order to reflect on the sequence of steps you use, record key notes on a mind map. You will need these key notes to complete the summative assessment activity associated with this outcome.

Research Topic

Background to Citrus Production and an Overview of the Citrus Industry in South Africa.

Include information on the following:

- An overview of the citrus production cycle
- The historical and current structure of the citrus industry
- Relationships within the citrus industry and its components and others within and outside of the citrus industry
- Media published from time to time within, for, about, on and on behalf of the industry
- Government departments that affect the citrus industry
- Legislation pertaining to the citrus industry
- Supportive resources, associations, groups, networks and services available to assist members of the citrus industry

- ✓ Present your team's findings to the rest of the class in a 10-minute presentation.
- ✓ Draft a reflective mind map with summarised key notes on the research process your team followed.

Key Notes:

1. What was the main topic of the research?

2. What were the sub-topics of the research (the scope)?

3. When your team planned the research what steps did you follow?

4. Describe the research technique/s you applied and used to gather information.

5. How did you decide whether the information you found was accurate and relevant to the research topic?

6. What process did you use to help you sort, classify and organise the information?

7. Did you make use of any scientific resources, for example, the internet or research papers? If so, record references.

Mind Map



F119467.5 – Team Strategy Presentation

- ✓ Work as a team to complete this activity.
- ✓ In order to function optimally as a team, it is important to devise a strategy. It will optimise your learning and build maximum capacity during the course of this learning programme.
- ✓ Teamwork is also an important skills asset in the working environment.
- ✓ Discuss and conclude the following questions and statements to formulate your strategic team plan.
- ✓ After you are done, present your team strategy to the rest of the class for comment and improvement.

Questions:

1. Brainstorm ways in which team members can show that they are participating actively in team learning situations.

2. Write down notes on how your team will ensure that everyone takes turns to be responsible for different roles during teamwork situations.

3. What do you expect from the team member who takes responsibility for:

3.1. Leading

3.2. Scribing (recording notes)

3.3. Reporting and presenting

4. How will you handle conflict situations as a team?

5. What kind of negotiation techniques could you apply if conflict arises in the team?

6. How could you ensure that your team work is meaningful and reaches the outcomes or goals requested?

7. What method will you apply to ensure you reach consensus on decisions?

8. Which team member will take responsibility for ensuring that tasks are completed, collated and submitted as instructed?

9. Brainstorm ways in which team members can show that they are participating actively in team learning situations.

F119467.6 – Team Workplace Research Questionnaire and Presentation

- ✓ Work as a team to complete this activity.
- ✓ Refer to the research your team did for the activity: **F119467.4 – Team research presentation with reflective mind map.** Discuss the questions and statements below and write down key notes to present your thoughts and conclusions to the rest of the class.
- ✓ Think about the part of the citrus industry where you are employed or gaining work experience during the course of this learning programme.

Questions and Statements:

1. Describe the physical working environment.

2. What is the main focus of the work department where you will be working? (For example services, primary production, financial, secondary production or tertiary support services.)

3. Which of the following organisational types best describe this workplace:

	Government
	Parastatal
	Heavy / light industry
	Large organisation
	Small business

4. What kind of workplace technological resources is available for your use during the learning programme?

5. What kind of workplace communications resources and instruments are available for your use during the learning programme?

6. Does the workplace where you are employed, or where you will be gaining work experience, have a specific communications policy that may limit the type of statistical info or examples you are allowed to share during the drafting of your portfolios of evidence?

7. If so, is there anyone you need to ask for special support or permission to communicate requested examples and information.

8. Are there any workplace people, processes or systems that will be particularly helpful to you in this learning programme?

9. Are there any workplace people, processes or systems that may make learning in this programme difficult or challenging?

10. What are possible prospects for advancement for you in the workplace on completion of this programme?
