

ASSESSMENT GUIDE FOR ASSESSORS & FACILITATORS

Institutional Orientation

Level 3

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P.O. Box 461, Hillcrest, 3650
(031) 208-8960

Title:		Outline the Legal Environment of a Selected Industry					
Applied Title:		Outline the Legal Environment of an Agricultural Business in the Citrus Industry					
Field:		Field 03 - Business, Commerce and Management Studies					
Sub-Field:		Office Administration					
SETA (SGB):		Administration					
Skills Area:		Institutional Orientation					
Context:		Citrus Production					
US No:	13936	Level:	3	Credits:	2	Notional Hours:	20
Author:		Carol Harington – Cabeton Training and Development Salomien de Klerk (CA) SA – Moore Stephens WK Inc.					

Based on the Production Guidelines of:



Supported by:



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Directions

Please Note: There is a separate assessment guide for the learner. The learner must use this guide to prepare himself / herself for the assessment.

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor who is registered to assess this specific unit standard as per the requirements of the ServicesSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the assessment guide for learners.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are applicable during the execution of this assessment are available on the website of the Citrus Academy, contained in a document named Policies and Procedures for Assessment, and must be strictly adhered to. The assessor must familiarise himself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

US No:	13936	Level:	3	Credits:	2
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The step-by-step instructions agree and are conducted in concert with the steps described in the learner assessment guide. The steps are as follows:

Step	Description	Timeframe
1	Learner Assessment Contract	Before delivery of program
2	Learner Declaration of Authenticity	Before delivery of program
3	Diagnostic Assessment of Learning Assumed to be in Place	Before delivery of program
4	Assessment Plan for Gathering of Evidence	Before delivery of program
5	Learner Formative Assessment Activities	During delivery of program, assessment after delivery of program
6	Portfolio of Evidence	After delivery of program
7	Integrated Summative Assessment Tool	After delivery of program
8	Re-assessment Procedures	After completion of assessment
9	Documentation	After completion of assessment
10	Administration and Completion of Portfolio of Evidence	After completion of assessment

Step 1

Pre-Assessment Briefing and Checklist

A pre-assessment briefing for learners is held before the delivery of the program. Use the checklist below to ensure that all these points are addressed and discussed with the learners.

Pre-Assessment Briefing Checklist		
	√	X
Organise resources – people, equipment, venue, etc.		
Explain the purpose of the assessment		
Discuss the standards or criteria to be used		
Discuss assessment roles and accountabilities		
Decide on assessment venues		
Negotiate evidence required, and where or how this evidence may be gathered		
Explain the methods of assessment that will be used during the gathering and summing up of evidence		
Negotiate the date of submission for the activity workbook and the date for the summative assessment		
Discuss resources required for the assessment e.g. equipment, materials, etc.		
Explain the procedure if the learner is found to be not yet competent		
Explain the appeal and review procedures		
Identify any potential learning barriers and negotiate strategies to overcome these		
Complete and sign the assessment plan with the learner		

The learner and assessors must sign the **Learner Contract** in the learner assessment guide.

Step 2

Learner Declaration of Authenticity

The learner is requested to complete and sign the Declaration of Authenticity in the learner assessment guide. This should be checked and co-signed by the assessor.

The format is as reflected in the learner assessment guide.



Step 3

Diagnostic Assessment of Learning Assumed to be in Place

In the learner assessment guide, the learner is asked to indicate whether they have completed the learning assumed to be in place as prescribed by the unit standard.

The assessor must guide the learners through this step, explaining in detail the content of the mentioned learning areas, because names of learning programs do not always agree with the names of the unit standards, and learners might indicate the incorrect information.

If learners indicate that they have not yet completed the mentioned unit standards, the assessor should prescribe an action plan to allow the learner to obtain the skills required by recommending additional training, competence portfolios, or the relevant RPL assessment for the given unit standards.

The format is as reflected in the assessment guide for learners. Please read it and familiarise yourself with its content.



Step 4

Assessment Plan for Gathering of Evidence

A pro-forma assessment plan for this unit standard has been drafted in the learner assessment guide. Explain the plan to the learner and complete the dates and signatures as indicated.

The format for the assessment plan is as reflected in the assessment guide for learners. Please read it and familiarise yourself with its content. Make a note of the dates agreed upon in the table provided below.

Learner and Assessor Assessment Plan		
Unit Standard	Outline the Legal Environment of a Selected Industry	
Registration Number	13936	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Portfolio of Evidence	
Step 7	Integrated Summative Assessment	
Step 8	Re-Assessment Procedures	
Step 9	Documentation	
Step 10	Administration and Completion of Portfolio of Evidence	

Step 5

Learner Formative Assessment Activities

The learner assessment guide contains comprehensive activities and worksheets that the learner must complete during the delivery of the learning program. It is imperative that these activities be completed as part of the learning process in order to give the learner the opportunity to develop the skills, knowledge and attitudes that are required for competence.

Learners must complete all the activities in the workbook.

Learners must be encouraged to take control of their learning by indicating areas in the workbook where they experience difficulty.

The learner hands in the learner assessment guide to the assessor or the facilitator, only if the facilitator is a subject matter expert, for the assessment of the formative assessment activities. The assessment of these activities must be done according to the prescribed benchmarks and according to the following marking matrix.

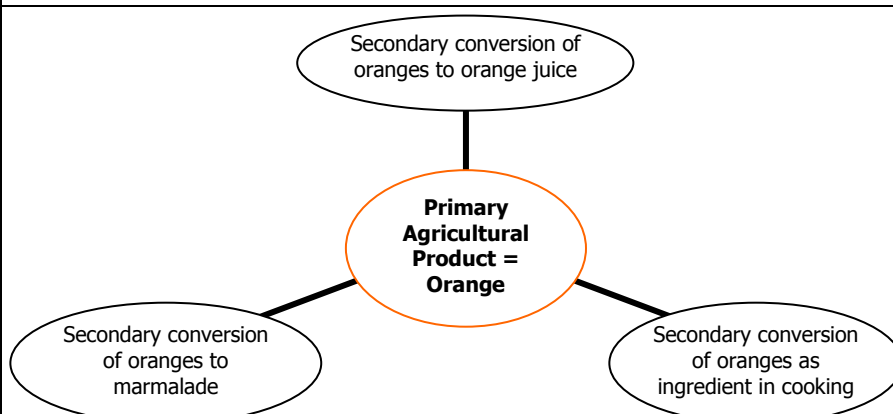
The learner should not move on to the next step before this step has been completed and learners show sufficient capacity and readiness for summative assessment. If problems areas are identified, the learner should be guided with a developmental action plan, which is documented separately and signed by the learner, the facilitator and the assessor.

Model answers are provided below.

Activity 1 – Flow Diagram or Mind Map

Draw a flow diagram or mind map showing how citrus fruit and citrus products form part of each of the following industry sectors:

- Primary Sector
- Secondary Sector
- Tertiary Sector



Activity 2 – Group Discussion and Report

Hold a group discussion about the challenges that face agribusiness in general and in particular the citrus sector and the geographical area where you find yourselves. Draw conclusions and write down key notes for yourself.

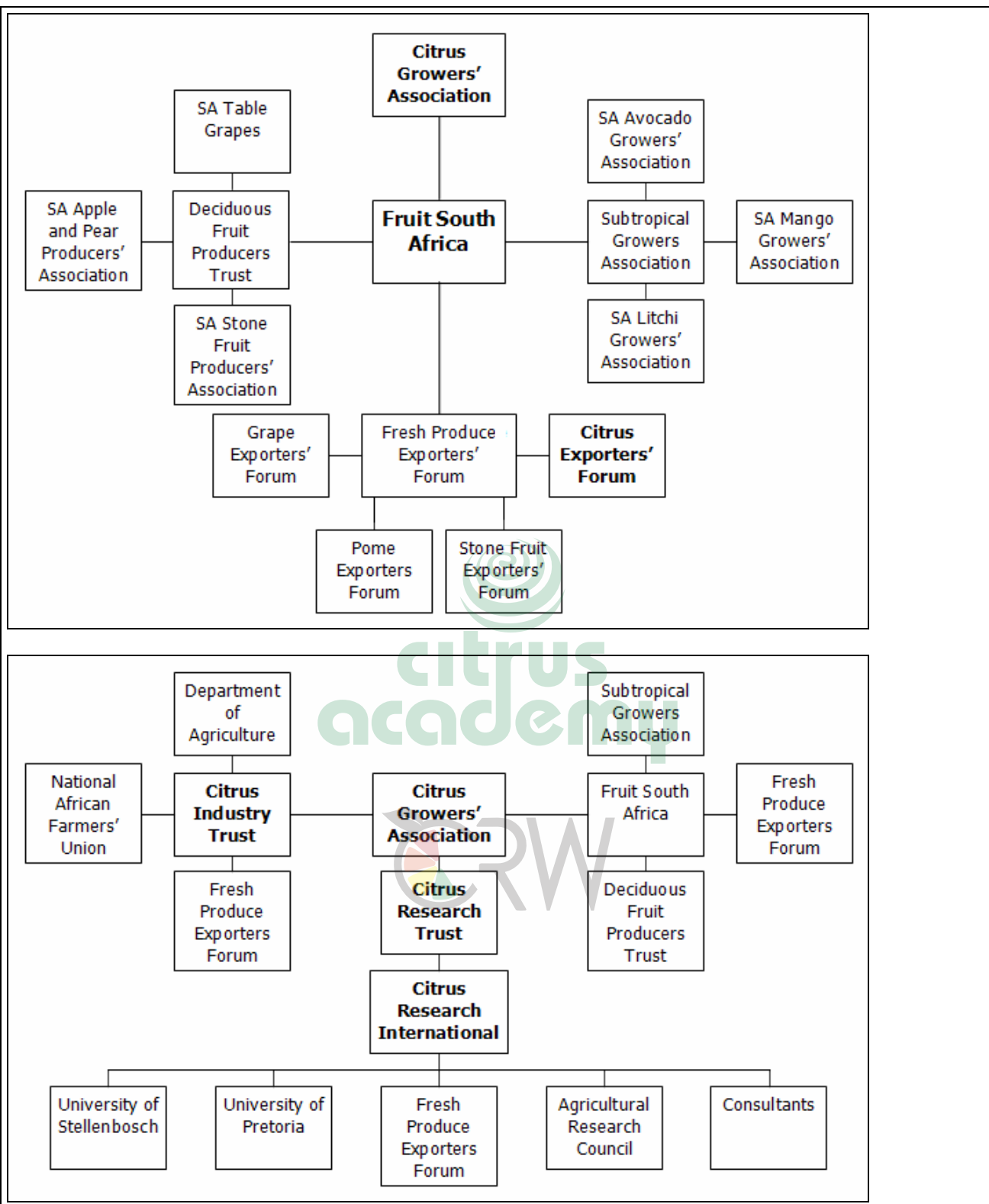
Complete the questionnaire below. For each of the points, indicate whether it impacts on the citrus growers, and then mark with an X which environment it can be classified under.

	<i>Impacts the Citrus Grower (Y/N)</i>	<i>Macro Environment</i>	<i>Market Environment</i>	<i>Micro Environment</i>	<i>Socio-economic Environment</i>
The scarcity of natural resource	Yes	☒			
Political challenges	Yes	☒			
Social challenges	Yes	☒			
Technological changes	Yes	☒			
International environments	Yes	☒			
Consumer problems	Yes		☒		
Suppliers	Yes		☒		
Competition	Yes		☒		
Employees	Yes			☒	
Labour unions	Yes			☒	
HIV/Aids	Yes				☒
Poverty	Yes				☒
Unemployment	Yes				☒
Inflation	Yes				☒
Social, demographics and cultural issues	Yes				☒
Income	Yes				☒
Crime	Yes				☒
Piracy	No				☒
Dumping	No	☒			
Lack of skills and illiteracy	Yes				☒
Scarce resources	Yes	☒			
Changes in the labour force	Yes				☒

Activity 3 – Draw Organisational Charts

Draw two schematic representations or organisational charts showing:

1. How the citrus industry forms part of Fruit SA
2. Which industry organisations represent the citrus industry



Activity 4 – Research and Summarise

Do research on the questions below and give brief explanations in your own words.

What is the Department of Agriculture?

The department appointed by National Government to look after the interests of all growers and producers related to the primary sector of Agriculture.

Their mission and vision is as follows:

Vision:

A united and prosperous agricultural sector

Mission:

- The DoA aims to lead and support sustainable agriculture and rural development through:
- Ensuring access to sufficient safe and nutritious food
- Eliminating skewed participation and inequity in the sector
- Maximizing growth, empowerment and income in the agriculture sector
- Enhancing the sustainable management of natural agricultural resources and ecological systems
- Ensuring efficient and effective governance
- Ensuring knowledge and information management

How can the Department of Agriculture assist citrus growers?

Can assist farmers with information and guidance on all activities via various sources and programs, such as:

- Extension services
- AGIS – Agri- Geo referencing Information systems
- Agri BEE
- Comprehensive Agricultural Support Programme (CASP)
- Farmer settlement
- Land care
- Research and Development from ARC (Agricultural Research Council)

How I can contact the department of Agriculture

Offices of the Department of Agriculture:

**Agriculture Place
 20 Beatrix Street
 Arcadia, Pretoria
 0002**

Contact Number: (012) 319-6000

Website: <http://www.nda.agric.za/>

Activity 5 – Questionnaire

Entrepreneurs need to develop very specific traits and qualities in order to succeed. Select the options in the questionnaire below that most applies to you and your abilities. Be honest!

Will vary from learner to learner according to own rating.

Always Positive

- a) I am an even keeled, informed and steadily positive person who does not overreact to every problem or challenge.
- b) I am optimistic, but I sometimes get de-motivated when things go wrong.
- c) I rather see the worst case scenario and work through it, then it is a pleasant surprise when I succeed.
- d) I am very excited about this kind of business and I feel so positive that I don't even want to consider the negative factors that might impact my future.

A Hard Worker

- a) I am prepared to work between 12-14 hours a day, sometimes 7 days a week at my business.
- b) I am prepared to work about 9 hours a day, and will work overtime or sacrifice my weekend days if necessary for my business.
- c) I don't see the need for working more than any other business employee, and I prefer to have weekends and regular holidays.

- d) I am so dedicated that I will work 365 days a year, 20 hours a day if that is what it takes to succeed at business.

Able to Identify Opportunities

- a) I have noticed a gap in the market for a new citrus product.
 b) I have researched the citrus markets well and know exactly how I intend to sell my product.
 c) I don't really see the need to do anything differently in terms of marketing, because my produce is in high demand.
 d) I think that the way that citrus is sold and marketed today is quite acceptable and will follow the same strategy that has always been followed.

Perseverance

- a) I have faced many challenges and don't give up easily.
 b) I have faced many problems that have defeated me, but I found a different way to succeed.
 c) I have been defeated by the problems and challenges in other industries.
 d) There will be many challenges I need to face and therefore I need to develop creative strategies to overcome these challenges.

A Risk Taker

- a) I will only take calculated risks.
 b) I don't really like to take risks, but I will do so if it is necessary to survive.
 c) I don't like to take risks at all.
 d) I like to take risks – it is challenging and addictive.

Creativity

- a) I can apply creative ways to solve problems.
 b) I can always spot if there is a need for a new product or service in the market, but am not really sure where to begin.
 c) I just follow the tried and trusted ideas of others.
 d) I have so many creative ideas, that I start on a new path every week.

List the fields in which you scored a B.

These are fields where you might need to revise your thinking, planning or attitude in order to succeed.

List the fields in which you scored a C.

These are fields where you need major development in terms of entrepreneurial skills and abilities.

List the fields in which you scored a D.

These are fields where you need to guard that your enthusiasm and drive as an entrepreneur does not cause burnout and recklessness.

Activity 6 – Report Back

Briefly explain in your own words how the CGA represents you as a citrus grower, and what its main functions are.

In 1997, in anticipation of the impact of pending deregulation on industry unity, citrus producers from South Africa, Swaziland and Zimbabwe formed the Citrus Growers' Association of Southern Africa (CGA). The CGA is wholly grower-owned and -controlled, and its directors represent all seventeen separately identified citrus growing regions on the sub-continent, as shown in the figure.



The mission of the CGA is to:

- Provide the industry with access to global markets
- Optimise the cost effective production of quality fruit
- Be committed to research, development and communication with all stakeholders
- Care for the environment and community in which it operates

In 2000 the CGA submitted an application to the Minister of Agriculture for a statutory grower levy, which was granted in March 2001. The levy amount was originally 21c per 15kg carton equivalent of fruit exported, and was increased to 32c per 15kg carton in 2004.

Approximately 75% of levy income is spent on research, with the balance used to fund various important industry functions, such as transformation, statistics and trade information.

Market access, especially to the more lucrative markets (USA, Japan and Far East) is considered the cornerstone of the citrus industry. This requires the production of fruit that meet the quality standards of the importing countries, and adhering to their food safety and phytosanitary requirements. This can only be maintained through well-directed research, which is considered the primary function of the CGA.

Activity 7 – Group Research

The facilitator will allocate one of the legal business entities below to your group:

- Sole ownership
- Partnership
- Company
- Closed corporation
- Business trust
- Cooperative

Research the structure of your business entity, and then give a 5 minute presentation to the rest of the class according to the following criteria. Make key notes for yourself below.

1. The structure of the business entity

2. The advantages of the business entity
3. The disadvantages of the business entity
4. The registration procedures for the entity
5. Motivate why you would / would not select this type of business entity for your citrus farm

- **Model answers will vary according to business entity allocated.**
- **All business entities are discussed in detail in the learner guide, and information presented should be verified accordingly.**
- **Learner group presentations should be observed with a group observation checklist completed according to criteria below. If the learners are being assessed, then the presentation should be delivered to a registered assessor and preferably recorded.**

Observation Checklist

Group name						
Group members						
Date						
Facilitator or assessor observing						
Assessor / Facilitator Credential / Contact details or registration numbers						
Entity Allocated						
Sole Ownership	Partnerships	Closed Corporations	Public Company	Private Company	Trusts	Cooperatives

<i>Criteria</i>	<i>Yes/No</i>	<i>Comment</i>
All group members participated in planning and preparation phase of presentation		
The presentation was well structured and did not exceed 5 minutes		
Structure of this type of business entity was presented correctly		
Advantages of this type of business entity were presented correctly		
Disadvantages of this type of business entity were presented correctly		
Steps for registering of this type of business entity were presented correctly		
Learner group clearly indicated whether or not they would choose this kind of business entity for a commercial Citrus Farm		
Choice was	Positive	Negative
Learner group clearly motivated their choice correctly.		
A summary of the group's motivation argument:		

Signatures and Feedback:	

Activity 8 – Design a Framework

Work in pairs and design a framework that you can use to compile a business plan for your commercial citrus farm.

May vary according to learner interpretation, but should at least include the following:

Components	Yes	No	Does not apply to my business
1. A professional cover page			
2. Contents page			
3. Summary of objectives of the business			
3. A description of your business venture			
6. A plan for the different functions within your business			
7. Contingency plan			
8. A positive and motivational conclusion			
9. Appendices (all references, CVs, etc)			

Activity 9 – Worksheet

Make a list of all the registrations and legal obligations that your organisation might need to undertake or adhere to in order to ensure that you operate legally.

- All business entities need to be registered with the Registrar of Companies office, called CIPRO.
- There are various Business entity options available to the Citrus grower, namely Sole Ownership, Partnerships, Closed Corporations, Companies, Trusts and Co-operatives, each of which has unique advantages and disadvantages.
- There are always registration costs attached to the formal registration business process, and it is important to consult a lawyer, accountant or the Department of Trade and Industry to assist you in completing all the correct documents.
- All businesses that grow, manufacture or provide food stuffs need to register for a business license or trading license.
- Depending on the other activities that might take place on your farm, you may need specific licences, such as a business licence, informal trading permit, liquor license, public transport operator's permit or tourist guide registration
- Your organisation will have register with the South African Revenue Service (SARS), for RSC levies, Tax, Skills Development Levies and Unemployment Insurance
- If you employ people in your business, then you need to adhere to a range of labour laws, including the Basic Conditions of Employment Act, Unemployment Insurance Act, Occupational Health and Safety Act, Bargaining Councils and the Skills Development Act

Activity 10 – Questionnaire

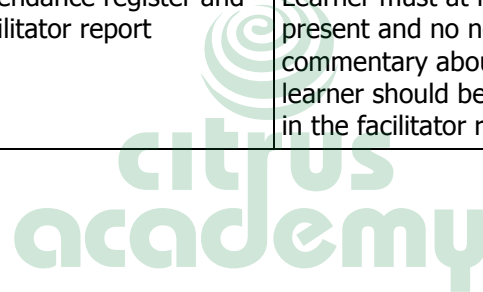
Answer the following questionnaire by indicating whether the statement is true or false.

Statement	True / False
No agri-business can survive without the input of human capital.	True
An organisation does not necessarily need HIV/Aids workplace policies.	False
Occupational health and safety is only important as long as the business is making a profit.	False
Skills development is not important in the primary sector.	False
It is important that all the human contributors to an agribusiness understand what their role is and enter the business with realistic expectations.	True
The board of directors is the highest governing authority within the management structure of a business entity.	True
The primary responsibility of the board of directors is to protect the shareholders' assets and ensure they receive a decent return on their investment.	True
The board or trustees in a commercial agribusiness should always be paid the most and they should be paid first, because they have worked the hardest and taken the most risks.	False
The management team normally consists of a group of experts with a track record of success.	True
The function of the management team is to execute the instructions of the board, trustees or members, and to manage the business on a day-to-day basis.	True
Board members, the management team and workers play an equally important role in the business.	True
The farm worker is the backbone of the agribusiness, and it is very important to consider their role, importance and motivation as part of the establishment and management of any agribusiness.	True
Managing ethics and encouraging professional behaviour in the workplace is important and can influence the success of a business.	True
An organisation won't really suffer if it trade unethically once in while.	False
All businesses have a social responsibility to the community and stakeholders involved in the business. They also need to fulfil a good, sustained role of citizenship in the broader business environment.	True
The business has a responsibility towards the citizens of the country and the resources within the country. An effective programme is necessary to accomplish this, and therefore all businesses must have such a programme and strategy in place.	True

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 13936 – Level 3

	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
<i>Specific Outcome 1:</i> Identify the statutory elements in the structure of an organisation in a selected business sector	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
<i>Specific Outcome 2:</i> Describe the structure of an organisation within their own business sector	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
<i>Specific Outcome 3:</i> Explain how their own business sector is regulated	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
<i>Specific Outcome 4:</i> Identify legislation that applies to their own business sector	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the	As per model answer sheet	

Marking Matrix and Assessor Report for Formative Assessment Activities Formative Evidence Collection Summary for Unit Standard 13936 – Level 3					
	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
			supervisor / coach / mentor or facilitator in learner Workbook		
US CCFO: Communicating	Attends all lessons, activities, practical and completes activities and workbook as per instructions	Attendance register and facilitator report	Learner must at least be present and no negative commentary about the learner should be made in the facilitator report.	N/a	
US CCFO: Demonstrating					
US CCFO: Contributing					



Assessment Feedback Form – Activity Workbook			
		Comments / Remarks	
Feedback to learner on assessment			
Feedback from learner to assessor			
Learner's Signature		Date:	
Assessor's Signature		Date:	



Step 6

Portfolio of Evidence

Learners are required to file all evidence gathered during the activities into a Portfolio of Evidence. Use the model answers provided to score the learner.



Step 7

Integrated Summative Assessment Tool

One assessment tool is provided in this step, being the attitudes and attributes assessment tool.

This assessment tool has been drafted in its entirety and follows below. It must be copied and completed for every learner in the same manner and according to the same procedure.

Learners must not be given this tool in preparation for summative assessment. This corresponding step in the Learner Assessment Guide is a direct reflection of this tool and is drafted in a format that is appropriate to the learner's level of language competence.

- Use this rating scale to judge the learner's CCFO competence according to the unit standard.
- The learner's entire performance and all the stages of learning, as well as all gathered evidence must be considered for this section.
- It is advised that the assessor consult with facilitators, mentors, coaches and supervisors in order to ensure that an objective rating is allocated.
- A rating between 1 and 5 should be given, as follows:

Rating	Description
1	No evidence can be found
2	The evidence found is weak and this is still a major development area for the learner
3	The evidence found meets the average expectation for a learner on this level
4	The evidence found is of a high quality and exceeds the average standard expected
5	The evidence found is outstanding and the learner attitudes and traits are very well developed

- Learner must be given constructive feedback on each rating.
- Ensure that you apply the exact same methodology for each learner in order to ensure that VACS principles are adhered to.
- The benchmark for learner competence in this tool is 3:5 in EVERY CCFO.

At the end of this step, an assessment feedback form is provided which must be completed and signed by the assessor, learner and moderator, where applicable.

Attitudes and Attributes Assessment Tool

Use the following rating table in this assessment:

Rating	Description
1	No evidence can be found
2	The evidence found is weak and this is still a major development area for the learner
3	The evidence found meets the average expectation for a learner on this level
4	The evidence found is of a high quality and exceeds the average standard expected
5	The evidence found is outstanding and the learner attitudes and traits are very well developed

CCFO Criteria	Rating
Identifying – The learner can identify problems and deficiencies correctly.	
Working in a Team – The learner is able to work well as member of a team.	
Organising – The learner works in an organised and systematic way whilst performing all tasks and tests.	
Communicating – The learner is able to communicate his or her knowledge orally and in writing, in a way that shows what knowledge he or she has gained.	
Demonstrating – The learner is able to show and perform the tasks required correctly.	
Contributing – The learner is able to link the knowledge, skills and attitudes that he or she has acquired in this module of learning to specific duties in their job or in the community where he or she lives.	
Science – The learner can use and interpret science and technology to differentiate the types of leaves and the role leaves play in food production for the plant is identified.	
Collecting – The learner can evaluate information	



Assessment Feedback Form			
		Comments / Remarks	
Feedback to learner on assessment and / or overall recommendations and action plan for competence			
Feedback from learner to assessor			
Assessment Judgement	You have been found: ☐ Competent ☐ Not yet competent in this unit standard	Actions to follow: ☐ Assessor report to ETQA ☐ Learner results and attendance certification issued	
Learner's Signature		Date:	
Assessor's Signature		Date:	
Moderator's Signature		Date:	

Step 8

Re-Assessment Procedures

- Note that only outcomes on which the learner was found not yet competent must be re-assessed.
- The same procedures in steps 6 and 7 are repeated.
- The tool must be adapted at discretion of the assessor. Best practice is not to present the exact same format and questions if possible.
- Use your expertise and judgement to ensure that the method of re-assessment remains integrated and relevant to the expected outcomes.



Step 9

Documentation

The following documentation is addressed in this step:

1. Learner and assessor information reports;
2. Assessor report and summative evidence collection summary;
3. Learner assessment re-actionnaire;
4. Assessor's assessment review and improvement document;
5. Assessment appeal form

1. Learner and Assessor Information Forms

The learner information form is in the assessment guide for learners. The assessor information form follows. These forms must be completed for each individual learner and placed in the learner's portfolio of evidence.

2. Assessor Report and Summative Evidence Collection Summary

This report follows after the information report. Use it to summarise the findings during assessment. Please complete the copy of this report that is in the learner assessment guide.

3. Learner Assessment Re-Actionnaire

A pro-forma for the learner assessment re-actionnaire is included in the learner assessment guide. Ask the learner to complete this form and sign it.

4. Assessor's Assessment Review and Improvement Document

The assessor is expected to complete the assessor review of the assessment process, using the pro-forma document of which an example follows. Please complete the copy of the document in the learner assessment guide. This document must be discussed with the learner and any learner commentary should be recorded.

5. Assessment Appeal Form

The assessment appeal form is also provided in the learner assessment guide. Assist the learner to complete the document if necessary.

The learner must be requested to sign-off all reports and documents before they are placed in the portfolio of evidence.

Assessor Information Form			
Unit Standard	13936		
Program Date(s)			
Surname			
First Name			
Company Name			
Job / Role Title			
Home Language			
Gender	Male	Female	
Race	African	Coloured	Indian/Asian White
Employment	Permanent	Non-permanent	
Disabled	Yes	No	
Date of Birth			
ID Number			
Contact Telephone Numbers			
Email Address			
Postal Address			

Assessor Report and Summative Evidence Collection Summary for Unit Standard 13936 – Level 3

<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
<i>Specific Outcome 1:</i> Identify the statutory elements in the structure of an organisation in a selected business sector	Portfolio of Evidence	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 2:</i> Describe the structure of an organisation within their own business sector	Portfolio of Evidence	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 3:</i> Explain how their own business sector is regulated	Portfolio of Evidence	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 4:</i> Identify legislation that applies to their own business sector	Portfolio of Evidence	CCFO Rating Scale	85% competence in all areas		
<i>Unit Standard CCFO's:</i> • Communication • Demonstrating • Contributing	N/a	Rating Scale	Minimum rating of 3:5 in each criteria or overall average of 3:5		

Assessor's Assessment Review and Improvement Document

Issues	Comments
Did the assessment go according to plan?	
Did anything unexpected happen?	
Were you pleased with the assessment decision; i.e. was it what you expected?	
How could the process have been carried out more efficiently?	
How could the process of assessing the knowledge be improved?	
How could the Performance Observation checklist be improved?	
Was the evidence you gathered sufficient to make a judgment of competence?	
Was the way you obtained feedback from the learner effective?	
Were you pleased with the way you communicated your decision to the learner? If not, how could this have been improved?	
How would you improve the assessment process?	

Any learner has the right of appeal against any not-yet-competent decision by the assessor. If the learner wishes to appeal, please assist him / her to complete the form below.

Appeal Form			
I hereby appeal against the outcome of my assessment.			
Date:			
Learner's Name:			
Assessors Name:			
Organisation:			
Assessment Details: Criteria, role, standards Used, etc.			
Issue to be Reviewed:			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 10

Administration and Completion of Portfolio of Evidence

All the documents or copies thereof, as prescribed previously, must be kept on file as part of the learner portfolio of evidence.

Learner's portfolio of evidence must be readily available for internal and external moderation and verification by the appropriate practitioners, until after the verification process has taken place. The portfolio of evidence may then be kept or returned to the learner according to the service provider's policy.

The prescribed learner results form should be submitted to the ETQA or the National Learner Database as per the SETA procedure.

