

ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

Institutional Orientation

Level 3

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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
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Based on the Production Guidelines of:



Supported by:



Table of Contents

Directions 3

Step 1 4

Step 2 6

Step 3 7

Step 4 8

Step 5 10

Step 6 22

Step 7 23

Step 8 24

Step 9 25

Step 10 31



Directions

This material is aimed at learners wishing to complete this unit standard. The 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 is designed to be used by the learner with guidance from a facilitator and a trained assessor to develop competence in all knowledge, skills and attitudes required by this unit standard.

This guide contains step-by-step instructions for the assessment process. These steps are as follows:

<i>Step</i>	<i>Description</i>	<i>Timeframe</i>
1	Learner Assessment Contract	Before delivery of program
2	Learner Declaration of Authenticity	Before delivery of program
3	Learning Assumed to Be in Place	Before delivery of program
4	Learner Assessment Plan for Gathering of Evidence	Before delivery of program
5	Assessment Activity Workbook	During delivery of program, assessment after delivery of program
6	Summative Assessment	After delivery of program
7	Attitudes and Attributes Assessment	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

Learner Assessment Contract

The assessor and / or the facilitator holds a pre-assessment briefing with you before the learning program starts in order to guide you and assist you to make sure that you understand exactly what is expected from you in order to become competent in this learning module.

As part of the pre-assessment briefing, the learner assessment contract must be signed. The assessor will assist you and explain the agreement to you in detail.

Learner Assessment Contract	
Learner's Name:	
Assessor's Name:	
Unit Standard:	13936
Your rights as a learner are: 1. You have a right to appeal against any judgment given as a result of any assessment. You must have valid reasons for doing this. 2. You have the right to an interpreter if you need one. However, if one of the learning assumptions for the unit standard is that you are competent within the language of assessment, you may not have an interpreter. 3. You can ask that an impartial observer attend any assessment. This observer may not take any part in the assessment. 4. If you do not agree with the assessment, you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment you can ask that the ETQA to perform an external moderation on the assessment. If any verification upholds the assessment findings, you will be held liable for all the costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be held liable for all cost of verification. 5. If during the assessment you are found not yet competent, your assessor will encourage you to master the areas where you have not reached competency. This will be recorded on a development plan. You are required to arrange with the assessor for a new assessment schedule. The assessor can only permit three such re-assessments. If a learner has not reached mastery after three additional attempts, the assessor reserves the right to remove you from the program.	
<u>Qualification</u> This standard leads to the award of credits for unit standard 13936. Once the assessment is complete application will be made to register and certify you for that standard with the ServicesSETA. You may contact the assessor or facilitator at any time for information to assist you with further studies.	
<u>Confidentiality</u> Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by you, the learner, the facilitator(s), assessor(s), and moderator(s). No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process.	

Consent

I, the learner, hereby state that I have read the above and understood the contents thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan. I have requested this assessment of my own free will and without duress.

Learner's Signature		Date:	
Assessor's Signature		Date:	



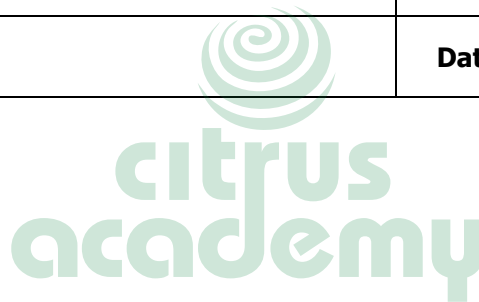
Step 2

Learner Declaration of Authenticity

It is important that we make sure that each learner supplies original evidence completed by himself / herself and according to the level of knowledge and skill that he / she has acquired from the learning process.

Please sign the following declaration:

I hereby declare that the following documentary evidence is my own. I certify that the process followed was ethical and did not infringe on the copyright of any individual or organisation.			
Learner's Signature		Date:	
Assessor's Signature		Date:	



Step 3

Learning Assumed to Be in Place

Do you have all the knowledge and skills necessary to begin this learning process?

This is a level 3 module of learning, and we have to make sure that you have already learnt all the skills, knowledge and attitudes that you will need to use in this module. It will help you to understand and learn more easily in this module, and it is important that we know whether you are ready to move on.

Please look at the list of unit standards below of modules that you should have completed before undertaking this one. Tell us whether you have completed each of the unit standards or modules, and if you did, tell us when you learnt this.

If you need help in understanding this list, please ask the facilitator or assessor.

NQF Level	Unit Standard Number	Learning Module Name	No, I Have Not Completed It	Yes. I Have Completed It	If Yes, When Did You Complete It?
NQF2		Literacy and Numeracy			
Learner's Signature			Date:		
Assessor's Signature			Date:		



Step 4

Learner Assessment Plan for Gathering of Evidence

As the assessor has explained to you, the aim of an assessment is not to catch you out, but rather to help you develop all the skills, knowledge and attitudes that you need to move forward. It is important that you know what is expected from you and that you play an active role every step of the way.

Let us plan for the assessment together. Below are the steps that you have to work through in order to show that you are competent in this module. Check them carefully and discuss each step with the assessor. Agree with the assessor on the dates on which each step has to be completed or documents handed in. Write the dates in the right-hand column as a reminder.

Learner Assessment Plan		
Module / Unit Standard Name:		Outline the Legal Environment of a Selected Industry
Module / Unit Standard Registration Number:		13936
Step Number	Step Description and Learner's Tasks	Completion / Submission Date
5	Assessment Activity Workbook - In this step, you complete certain tasks in class or as homework. - It is important that you complete every task and understand why it is necessary, because it will help you to gain the knowledge, skills and attitudes that you need to be found competent in this learning module. - If there are things that you are unsure about, please ask the facilitator or the assessor to explain it to you again. - You hand in the completed workbook to the facilitator or assessor who will help you to check your progress. - The assessor or facilitator mark it and discuss areas that need more work with you.	
6	Portfolio of Evidence - There are many important things that you need to remember about institutional management in order to be found competent in this learning module, and so that you can do your job well. - You have to conduct research and write a report to check if you have gained all this knowledge. - There is a detailed list of things that you need to know in this guide and examples of the types of questions that you could be asked. - Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you don't understand.	
7	Attitudes and Attributes Assessment - You have to develop very specific character traits and attitudes and have to be able to do very specific tasks to be competent in this learning module, and be good in this job. - Going out into the field, and showing and explaining certain skills and attitudes, is the most appropriate way for you to show that you are competent in the skills and attitudes that are needed. - You will have an opportunity to practice these tasks and develop these attitudes during your practical learning module.	

	- There is a list of all the things that you would have to be able to show and explain in this guide. - Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you don't understand.		
8	Re-Assessment Procedure - What if the assessor tells you that you have not met the right standard or that you still need more evidence to prove your competence? - The assessor explains to you exactly what you need to do or learn to become competent. - You and the assessor and / or facilitator, develop an action plan together, and you may be granted a second or even a third opportunity to prove your competence. - Remember you have the right to appeal against the assessor's decision, if you feel it is unfair. There is a copy of the form in the back of this guide if you need it.		
9	Paperwork - If you have met the standard that is explained for each step of the process you will be found competent in this unit standard. - The assessor will discuss everything with you in detail and will ask you to fill in and sign forms throughout the process. - You will also be given an opportunity to write down any comments you might have on the assessment process. - Once the assessor has given you the final declaration of competence, you will be asked to give some feedback in order to help everyone to improve the learning and assessment process. - Please think carefully. It might really help other learners in the future.		
10	Administration and Completion of Portfolio of Evidence All the documents, or copies of them, must be kept on file as part of your portfolio of evidence.		
Into the Future - The assessor will discuss what happens next and when you will get a certificate of competence. - It is also important to remember that you learnt this module for a specific reason. Discuss with the assessor, facilitator, mentor, and / or coach how you can move forward in your career with this level of competence. - Also remember that the learning process never stops. Plan together with the assessor, facilitator, coach, and / or mentor what you need to learn next.			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 5

Assessment Activity Workbook

- The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- It is important that you complete all the activities and worksheets, as directed in the learner guide and at the time indicated by the facilitator.
- It is important that you ask questions and participate as much as possible in order to play an active roll in reaching competence.
- When you have completed all the activities and worksheets, hand this workbook in to the assessor who will mark it and guide you in areas where additional learning might be required.
- You should not move on to the next step in the assessment process until this step is completed, marked, and you have received feedback from the assessor.

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



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.

[illegible]

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					
Political challenges					
Social challenges					
Technological changes					
International environments					
Consumer problems					
Suppliers					
Competition					
Employees					
Labour unions					
HIV/Aids					
Poverty					
Unemployment					
Inflation					
Social, demographics and cultural issues					
Income					
Crime					
Piracy					
Dumping					
Lack of skills and illiteracy					
Scarce resources					
Changes in the labour force					

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?



citrus
academy

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!

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.

Activity 7 – Group Research

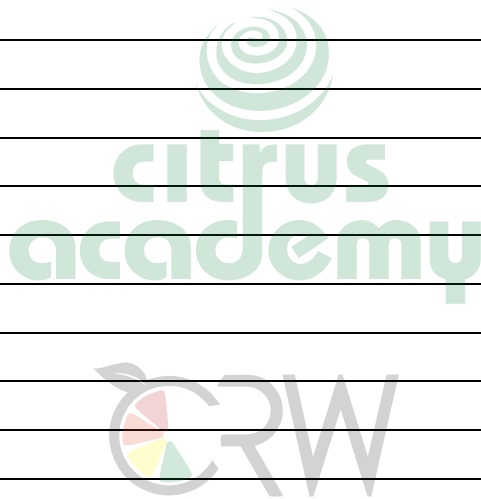
The facilitator will allocate one of the legal business entities below to your group:

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

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

[illegible]

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



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.

[illegible]

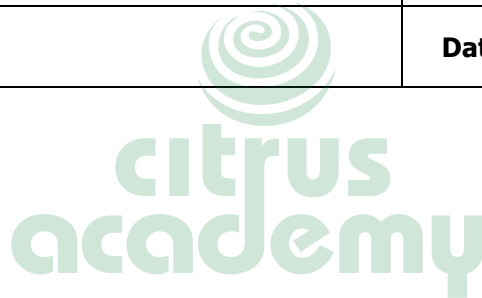
Answer the following questionnaire by indicating whether the statement is true or false.

Statement	True / False
No agri-business can survive without the input of human capital.	
An organisation does not necessarily need HIV/Aids workplace policies.	
Occupational health and safety is only important as long as the business is making a profit.	
Skills development is not important in the primary sector.	
It is important that all the human contributors to an agribusiness understand what their role is and enter the business with realistic expectations.	
The board of directors is the highest governing authority within the management structure of a business entity.	
The primary responsibility of the board of directors is to protect the shareholders' assets and ensure they receive a decent return on their investment.	
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.	
The management team normally consists of a group of experts with a track record of success.	
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.	
Board members, the management team and workers play an equally important role in the business.	
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.	
Managing ethics and encouraging professional behaviour in the workplace is important and can influence the success of a business.	
An organisation won't really suffer if it trade unethically once in while.	
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.	
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.	



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

You are now ready for step six of the assessment process, compiling all the evidence that you have completed in the activities above into a portfolio of evidence. Check your plan carefully to make sure that you prepare in good time.

The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.



Step 7

Attitudes and Attributes Assessment

You are now ready for step seven of the assessment process, the attitude and attribute assessment. Check your plan carefully to make sure that you prepare in good time.

Inform the assessor if you have any special needs or requirements before the agreed date for the assessment. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this assessment orally. Please write your request down in your activity workbook on the front page and explain why you have made this request. Ask the assessor to sign next to your request to prove that they are aware of your special request.

Use the checklist below to help you prepare for when you are observed on the attitudes and attributes that you need to have to be found competent for this learning module.

Observations	<i>I Am Sure of This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain What It Means</i>
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- You will be asked to give your own feedback and to sign this document.
- It will be placed together with this completed guide in a file as part of your portfolio of evidence.

Step 8

Re-Assessment Procedure

The assessor will discuss in detail with you what to do in case you require a re-assessment, and when the re-assessment will take place.



Step 9

Paperwork

Please assist the assessor by filling in these forms and signing then as instructed.

Learner Information Form			
Unit Standard	13936		
Program Date(s)			
Assessment Date(s)			
Surname			
First Name			
Learner ID / SETA Registration Number			
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					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 1: Identify the statutory elements in the structure of an organisation in a selected business sector	Attend all lectures Complete workbook as per instruction	Portfolio of Evidence. Observation checklist of attitudes and attributes.	85% competence in all areas		
Specific Outcome 2: Describe the structure of an organisation within their own business sector	Attend all lectures Complete workbook as per instruction	Portfolio of Evidence. Observation checklist of attitudes and attributes.	85% competence in all areas		
Specific Outcome 3: Explain how their own business sector is regulated	Attend all lectures Complete workbook as per instruction	Portfolio of Evidence. Observation checklist of attitudes and attributes.	85% competence in all areas		
Specific Outcome 4: Identify legislation that applies to their own business sector	Attend all lectures Complete workbook as per instruction	Portfolio of Evidence. Observation checklist of attitudes and attributes.	85% competence in all areas		
Unit Standard CCFO's: 1. Communicating: Learners can use visual and mathematical communication skills when graphically depicting the structure of an organisation within their own business	N/a	Rating Scale	Minimum rating of 3:5 in each criteria or overall average of 3:5		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 13936 – Level 3					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
sector and using a mind map to depict the legislation that controls their industry. 2. Demonstrating: Learners are able to demonstrate the world as a set of related systems by recognising the effects of the applicable legislation has on their industry. 3. Contributing: Learners are able to explore a variety of strategies of learning more effectively by using the mind map to depict legislation affecting their industry.					

Learner Assessment Re-Actionnaire			
Questions		Response	
How did the assessor encourage you to be involved in the assessment process?			
Did the assessor take your special needs into account? If so, how?			
Did the assessor agree on the assessment procedures with you?			
Was feedback relevant to your needs?			
Were you always aware of the outcome of the assessment?			
Did the assessor help you to explore ways of becoming competent whenever you were judged NYC?			
Did the assessor allow you to ask questions?			
Did you always agree with assessment decisions?			
Was all appropriate documentation completed and signed and did you receive copies?			
Did the assessor assist or prevent you in any way when gathering evidence so as to obscure its authenticity?			
All the evidence submitted in my name is my authentic work, which was not acquired by any unethical means.			
Learner's Signature		Date:	
Assessor's Signature		Date:	
Moderator's Signature		Date:	

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?	

Assessment Appeal Form

Any candidate has the right of appeal against any not-yet-competent decision by the assessor. If you wish to appeal, please 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.

