

ASSESSMENT GUIDE FOR ASSESSORS & FACILITATORS

Crop Establishment

Level 2

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Title:		Monitor the Establishment of a Crop					
Applied Title:		Monitor the Establishment of a Citrus Orchard					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Crop Establishment					
Context:		Citrus Production					
US No:	116079	Level:	2	Credits:	4	Notional Hours:	40
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Supported by:



Unit standard alignment and assessment tool development:

Cabeton Training and Development

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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 AgriSETA 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:	116079	Level:	2	Credits:	4
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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	Pre-Assessment Briefing and Checklist	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	Learner Demonstration	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 assessor 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	Monitor the Establishment of a Crop	
Registration Number	116079	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Learner Demonstration	
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.

Learners hand 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 marking matrix that follows.

The learner must 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 – Group Discussion and Role-Play

Discuss in your group the things that are important to remember when it comes to plant material. Draw up a checklist in your group. Explain your findings to another group, “teaching” them all the items on the checklist and explaining to them why it is important. Think about the following:

- Selection of plant material
- The handling of plants
- Storage of plants before planting
- The prevention of damage to plant material
- Planting material and moisture
- Sanitary precautions
- Planting by hand and planting with use of hand-held tools

Add to your checklist if necessary by listening to the other learners. Make notes in the space below.

Selection of Plant Material

- **Planning at least two years ahead of planting**
- **Ordering two years ahead of planting being the period required to produce a tree**
- **Scion / rootstock combination determined by market demand, soil type, growth habit, time of ripening and effect on external / internal quality.**
- **Nursery practices must confirm to standards for accreditation**

Soil Preparation

- **Must provide chemically and physically well-balanced medium for tree growth.**
- **Must not be too wet or dry at planting.**

Handling of Plants

- Transported in a closed vehicle from nursery not too long before planting.
- Must at all times prevent damage to and drying out of the plants and growth medium.

Storage of Plants before Planting

- Cool area protected from sun and wind.
- Must be watered frequently.

Prevention of Damage to Plant Material

- Closed transport from nursery
- Prevent drying out
- Protect from wind to prevent leaf damage

Planting Material and Moisture

- Water plants before transport from nursery.
- Water plants on arrival at the farm.
- Keep moist during pre-plant period.
- Water before planting.
- Water immediately after planting from water-cart.
- Install irrigation system on land immediately after planting.
- Ensure that the root-zone of the newly planted trees are watered by the emitters of the irrigation system.

Sanitary Precautions

- Ensure that the practices at the nursery conform to accreditation requirements.
- The plants must be certified as being free from root rot (Phytophthora) by the nursery.
- Pruning shears must be sterilised during any pruning operation.

Planting by Hand with Use of Hand-Held Tools

- Use tape measure to determine row as well as tree positions.
- Mark plant positions with stakes.
- Use garden forks to dig planting holes in preference to spades as spades may smear slightly too wet soil on inside of holes and make it difficult for roots to penetrate the surrounding soil.
- Use planting board to plant trees in exact positions in the plant row.

Activity 2 – Checklist

Make a detailed list of tools that one might require in order to prepare the soil and plant citrus trees when establishing a new orchard. Explain in your own words what the functions of each tool are and how it would be used correctly during planting.

<i>Tool</i>	<i>Function</i>
Theodolite or dumpy level	Measure out rows perpendicular to border of the planting.
Measuring tape	• Measure distance between rows to ensure that they are equidistant. • Measure distances between trees in row direction.
Plant line	Create straight line in row direction as well as top ends of rows.
Stakes	• Insert stakes in exact positions where trees have to be planted. • Support planted trees against wind.

Planting board or plant frame	Use to ensure that trees are planted on exact place allocated within row.
Pruning shears	Prune back trees or remove superfluous or broken side shoots or roots during and after planting.
Garden Forks / Spades	Dig and fill up planting holes during planting.
Water cart	Used to water plants immediately after planting.

Hold a class discussion and discuss the consequences of not cleaning and disinfecting tools that have been used during planting and returning tools to a specific storage area in good order.

Write down key notes on the discussion for yourself.

- **All tools and equipment are costly and lasts much longer with good care.**
- **It is a good practice to establish returning cleaned tools and equipment to a secured storage area on a daily basis.**
- **Disinfecting tools that have been used in the planting process before storage is good practice as it not only provides a clean start the next day, but also assists in establishing the culture of care.**
- **Should maintenance to any tools or equipment be required, it can be identified at the end of the working day and taken care of timeously.**

Activity 3 – Group Project

Make a poster with your group explaining with pictures or sketches and notes how the following environmental conditions might influence the planting of our crop:

- Temperature
- Wind
- Humidity
- Rain
- Soil
- Frost

Compare your group's poster with those of the other groups, and add to yours if necessary. Make notes in the space below.

Temperature

- **Too cold will cause low soil temperatures which will result in slow tree development.**
- **Too hot could result in drying out of the soil as well as tree root-zone and cause wilting.**

Wind

- **Storm winds will cause physical damage to the newly planted trees as well as possibly lead to lack of attention to detail and an inaccurate poorly planted orchard.**
- **Continuous winds of a medium velocity will hamper the planting process.**

Humidity

- **Low humidity normally goes with high temperature and increase the negative effect on the plant.**
- **High humidity at planting is not normally an inhibiting factor.**

Rain

- **Heavy rain during planting can cause major damage on a sloping land by washing away the topsoil and erosion furrows which can be very difficult, costly and time-consuming to repair.**
- **Drenching rain will result in too wet soil which is a poor medium to plant in.**

Soil

- **A poorly prepared planting surface with large clods and stones will not only make the**

planting action difficult, but could also lead to inaccuracies in establishment of the orchard.

- Soil which is too wet will, if spades are used, result in smearing on the insides of the planting holes, which will hamper root penetration to the adjacent soil and tree development.
- If saturated for too long, root development will not take place as result of a shortage of oxygen in the soil.
- Soil which is too dry is also a poor growth medium for root development.

Frost

Heavy or the so-called 'black' frost will destroy young growth and, in severe cases, kill the trees.

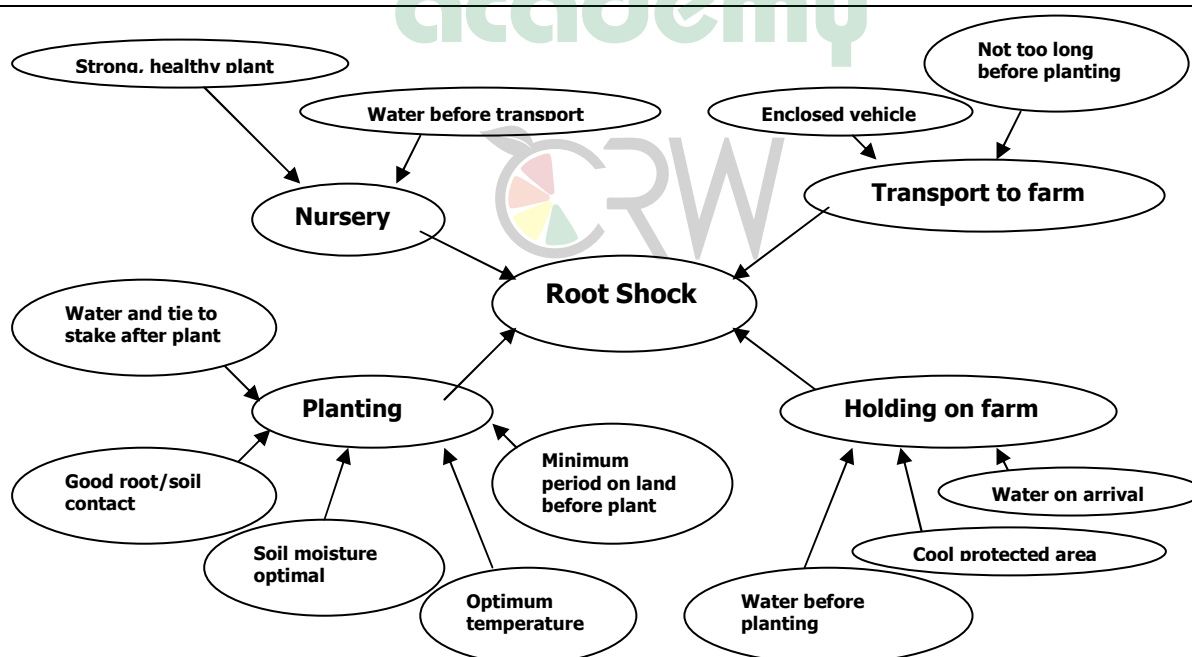
Activity 4 – Research Project

Research the most favourable soil conditions for planting citrus trees. Make notes of the information that you discover and gather in the space below.

- Moist enough to ensure that the roots will not suffer root shock, while being dry enough to prevent clods from forming when compacted around the roots.
- Warming up after winter and above a temperature of 20°C.
- Well drained
- Well prepared up to a depth of at least 600mm.
- At optimum pH and nutrient status.

Activity 5 – Mind Map

Draw a mind map about the effects of root shock on a citrus tree and methods to limit it or compensate for it.



Activity 6 – Flow Diagram

Explain by means of a flow diagram step-by-step how you would lay out a citrus orchard and plant containerised citrus trees.

No model answer provided, observe all prescribed steps.

Activity 7 – Worksheet

Complete the worksheet below.

How would you ensure that all the rows are the same distance from each other?

Check frequently with measuring tape – discrepancies will also show when aligning stakes on the land after measuring out the tree positions.

How would you ensure that all the plant holes in a row are the same distance from each other?

The stakes at the plant positions will align across and diagonally and the use of a planting board at planting will ensure that the trees are planted at the correct positions.

How would you ensure that all the plant holes are the same depth?

Use a measuring stick when digging each hole.

How would you ensure that all the plant holes in a row are the same distance from each other?

Measuring out, staking and aligning before planting.

Activity 8 – Summary

In your own words, write a brief summary explaining what you would need to do after the trees have been placed into the holes in order to complete the planting process.

- **Remove the plastic bag**
- **The base of the tree stem must be slightly higher than the surrounding soil surface.**
- **Fill in the hole around the root medium and tamp down well to ensure good root contact with surrounding soil. After planting the place where the first roots grow from the stem should just be visible above the soil surface.**
- **Construct a small dam around each tree and water immediately after planting.**
- **Drive in stake next to tree and fasten tree to stake as support against wind.**
- **Remove all broken and unnecessary side shoots with pruning shears sterilising the shears between plants.**
- **Install irrigation system as soon as possible after completion of planting.**

Activity 9 – Worksheet

Complete the worksheet below.

How would you decide whether a tree that you have received from the nursery for planting purposes, is healthy and suitable for optimum growth?

- **All trees must be healthy in all respects without physical damage.**
- **The trees must be free of pests and certified to be free of root rot (Phytophthora).**
- **The stems of all trees must be straight.**
- **The bud union must be at least 200mm above soil level.**
- **The trees must have a well developed root system.**

Communication with the nursery after ordering and periodic inspection of the trees in the nursery prior to delivery will provide proof of adherence to accreditation requirements. The nursery also has to provide a certificate to that effect.

If you found some trees that were not healthy and suitable for optimum growth, what would you do?

Report it to the nursery and discard the trees.

How would you know whether or not the planting area has been prepared correctly?

Good supervision during the soil preparation and digging representative profile holes for inspection immediately after completion of the preparation activity.

What would you do if, in your opinion, it was not prepared correctly?

That would point to poor supervision which has to be done by the farmer during the operation. Should there be areas which were not prepared properly, it must be rectified before planting because there is no other time to do it.

What time of day do you think is best for planting citrus trees?

Generally in the morning, but if the temperature does not rise above 30°C, planting can proceed throughout the day. Heavy wind during any time is also not ideal and should be avoided.

Is there any time of day that you think would not be suitable for the planting of citrus trees?

Afternoons with temperature exceeding 30°C.

Thinking about the way that shifts are scheduled on a farm, and the times that you have indicated above, how would you plan your workday during planting season?

If the daily temperature tended to rise above 30°C, or wind strength increases in the afternoons, planting must be scheduled for the mornings only. Other work on the farm or in the new planting like installing irrigation in the area that was planted in the morning, can then be done.

What do you think is the best possible methods for transporting citrus trees from the nursery to your farm?

By road in an enclosed vehicle.

Once the trees have arrived on the farm, what should happen to them before being planted?

Store the trees in a cool enclosed area and water them immediately after arrival. The trees should never be stressed and be watered regularly awaiting planting.

Do you think it is important to water young citrus trees before and after planting? Why?

Yes. Transplanting a tree always causes a degree of root shock and watering before and after planting will ensure a minimum of root shock and result in good and quick adaptation of the plant to the new root environment.

During the planting process, how would you keep the trees moist and sheltered?

Transport of the trees to the new orchard and the planting process must be coordinated in such a way that the plant never gets in a condition of stress. Batches taken to the orchard must therefore be such that the trees can be planted immediately on arrival. Watering before and transport in a vehicle with a canopy to shelter them from the sun and wind, as well as ensuring that transporting does not take too long will be ideal.

Once the trees have been planted, you notice after a few weeks that trees here and there are not looking well. Explain what you think should be done if trees are looking:

Diseased	Determine the cause and treat immediately. It will show yellowing of the leaves which can either be root rot or a nitrogen deficiency. Saturated soil can also cause yellowing. Whereas the first two can be put right easily, a saturated soil can be more difficult as it is normally coupled to poor drainage.
Wilted	It will be irrigation problem which has to be put right immediately. It can either be poor root/soil contact or a problem with the specific emitter next to the tree.
Dead	Remove and replant as quickly as possible. Replacing trees in a new planting, also referred to as infilling, should be done within the first three years after planting. The older the orchard, the more difficult it is to develop the in-filled trees to fill the space of the trees it is replacing and produce equally to the others. To achieve this in the shortest possible time, special attention must be paid to the soil in which the tree has to be planted, the irrigation after

	planting, nutrition, and insect and disease control. The actions should include the following: • Dig a hole at least five times the size of the original planting hole; • Fill the whole with new, healthy soil which has been treated against root rot and nematodes. The soil texture should not differ too much from the surrounding soil; • Mix in organic fertiliser to encourage root growth; • Plant the new tree in the new soil, as prescribed above; • Water properly after planting; • Water the in-filled tree in addition to the regular irrigation schedule to keep the moisture in the root-zone around the newly planted tree at optimum; • Apply a well-balanced soil and foliar nutrition program to boost growth of the newly planted tree; • Control pests and diseases; • Regular monitor the development of the tree.
	What do you understand under the concept basic hygiene standards, and why is this important in terms of planting citrus trees?
	Trees obtained from an accredited citrus nursery are free from known virus diseases which could have a negative effect on tree development and production of quality fruit. It is important that production practices in the newly planted orchard should be aimed at maintaining that status. Pruning citrus trees to shape them for optimum production has become a standard practise. Many old orchards are infected with viral diseases which can be transmitted with pruning equipment to the young trees. It is therefore important to establish a culture to disinfect pruning equipment such as saws, pruning shears and loppers when moving between orchards, or even from tree to tree. Any of a number of disinfectants can be used, but it will be prudent to get a formal recommendation for the product to use.
	What do you understand under the concept cross-contamination, and why is this important in terms of planting citrus trees?
	Cross contamination is transfer of a virus or other disease from an infected plant to a tree which is free from known viruses or diseases through the use of pruning equipment or other vectors like insects or wind. Cross contamination will cause weaker growth of the tree, lower production and poorer fruit quality.

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116079 – Level 2

	<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: Select, use and care for the appropriate tools and equipment used in the planting of a specific crop.</i> <i>Range:</i> Tools may include but is not limited to spades and forks. Equipment may include, but is not limited to planting lines	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: Monitor the handling of planting material for successful establishment according to required procedures for a specific crop.</i> <i>Range:</i> Plant material may include, but is not restricted to, long term crops and cash crops. The handling of plants include, but are not limited to, the safe storage of plants before planting, the prevention of damage to plant material, ensuring that the planting material has sufficient moisture, and that sanitary precautions are adhered to. Planting methods include, but are not restricted to planting by hand and planting with use of hand-held tools.	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	

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116079 – Level 2

	<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 3: Understand the impact of environmental conditions on the successful establishment of crops.</i> <i>Range:</i> Environmental effects include, but are not restricted to temperature, wind, humidity, rain, soil, etc.	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: Monitor the planting of plant material at correct spacing between rows, and individual plants, and at the correct depth for specific plant species.</i> <i>Range:</i> Spacing, depth and distance include, but are not limited to the distance indicated on plant line, measurements as prescribed, etc.					
US CCFO: Identifying	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: Working					
US CCFO: Organising					
US CCFO: Communicating					
US CCFO: Science					
US CCFO: Demonstrating					
US CCFO: Contributing					
US CCFO: Identifying					

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

Demonstration

Before the summative task is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner this section in the learner assessment guide. The learner and assessor must sign off this section to acknowledge that this step was completed.

- Use the planning and questioning format below to help you collect evidence for foundational and embedded knowledge as prescribed by the outcomes of the unit standards.
- Provide the questions as listed to the learners as a guide.
- 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 is an 85% overall test score.
- Only a suitably qualified and registered assessor who is ALSO a subject matter expert in this specific field can mark this assessment tool for learner assessment.
- If no such a person can be found to assess the learner, then it is advised that a qualified assessor consults with the appropriate subject matter expert prior to the assessment in order to establish key points for competence and / or uses model answers as supplied by a subject matter expert to allocate marks. The subject matter expert should be consulted for any answers that the assessor might have queries on.
- Use a header in the following format for each test paper:

Unit Standard:	116079	NQF Level:	2
Learner Name			

- The assessor should use the questions below as a marking matrix and to gather evidence and to check for completeness.

Select the correct tools for the task of planting crops	10%
Use the tools correctly for the planting of crops	
Maintain and clean tools correctly after the planting of crops	
Store tools correctly after the planting of crops	
Choose healthy, suitable plants for planting	5%
Prepare the planting site correctly	10%
Lay out planting rows correctly	15%
Dig planting holes at the correct distance apart	
Dig planting holes at the correct depth and shape	
Plant the plants at the correct time of day	7.5%

Keep plants safe while planting	7.5%
Water plants correctly after planting	5%
Explain the impact of heat, rain, wind, humidity on the plants	10%
Explain the soil conditions required for planting	10%
Explain how to minimise or prevent root shock and transplant shock	10%
Explain what to do if plants show signs of dying after planting	10%
Explain what to do if plants died after planting	



Step 7

Integrated Summative Assessment Tool

One assessment tool is provided in this step, being:

1. 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 these tools in preparation for summative assessment. This corresponding step in the Learner Assessment Guide is a direct reflection of these tools and is drafted in a format that is appropriate to the learner's level of language competence.

1. Attitudes and Attributes Assessment Tool

- 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 – Learner is able to utilise and use science and technology effectively	
Collecting – Learner can effectively gather 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:	Actions to follow:	
	☐ Competent ☐ Not yet competent in this unit standard	☐ 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	116079		
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 Formative and Summative Evidence Collection Summary for Unit Standard 116079 – Level 2

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: Select, use and care for the appropriate tools and equipment used in the planting of a specific crop. <i>Range:</i> Tools may include but is not limited to spades and forks. Equipment may include, but is not limited to planting lines	Demonstration	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 2: Monitor the handling of planting material for successful establishment according to required procedures for a specific crop. <i>Range:</i> Plant material may include, but is not restricted to, long term crops and cash crops. The handling of plants include, but are not limited to, the safe storage of plants before planting, the prevention of damage to plant material, ensuring that the planting material has sufficient moisture, and that sanitary precautions are adhered to. Planting methods include, but are not restricted to planting by hand and planting with use of hand-held tools.	Demonstration	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Formative and Summative Evidence Collection Summary for Unit Standard 116079 – Level 2

<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 3: Understand the impact of environmental conditions on the successful establishment of crops.</i> <i>Range:</i> Environmental effects include, but are not restricted to temperature, wind, humidity, rain, soil, etc.	Demonstration	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 4: Monitor the planting of plant material at correct spacing between rows, and individual plants, and at the correct depth for specific plant species.</i> <i>Range:</i> Spacing, depth and distance include, but are not limited to the distance indicated on plant line, measurements as prescribed, etc.	Demonstration	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Formative and Summative Evidence Collection Summary for Unit Standard 116079 – Level 2

<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>Embedded Knowledge:</i> The learner is able to demonstrate basic knowledge of: - Names and functions of machinery for the planting process. - Attributes and characteristics of the planting process. - The purpose of monitoring the planting process. - The safety procedures related to working with hand-held tools. - Plant hygiene principles during planting. - Ensuring that the correct procedures are followed during planting. - Plant requirements during planting.			Overall minimum test score of 85%		
<i>Unit Standard CCFOs:</i> - Identifying - Working in a Team - Organising - Communication - Demonstrating - Contributing - Science - Collecting	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.

