

ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

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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Based on the Production Guidelines of:



Supported by:



Unit standard alignment and assessment tool development:
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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	Demonstration	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:	116079
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 116079. Once the assessment is complete application will be made to register and certify you for that standard with the AgriSETA. 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:	



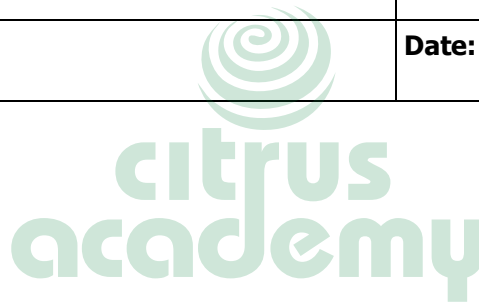
Step 2

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 2 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?
1 (ABET 4)		Literacy and Numeracy			
1	116200	Plant crop under supervision			
1 (F)	116157	Demonstrate an understanding of the basic concept of sustainable farming systems			
1	116205	Propagate plants			
1	116206	Fertilise soil and attend to basic plant nutrition			
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:		Monitor the Establishment of a Crop
Module / Unit Standard Registration Number:		116079
<i>Step Number</i>	<i>Step Description and Learner's Tasks</i>	<i>Completion / Submission Date</i>
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	Demonstration - There are many important things that you need to remember about crop establishment in order to be found competent in this learning module, and so that you can do your job well. - You have to present a demonstration detailing reasons, procedures and methods surrounding crop establishment 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 concepts that you will have to present in your demonstration. - 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, 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 – 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.

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.

[illegible]

Write down key notes on the discussion for yourself.

[illegible]

Explaining with pictures or sketches and not influence the planting of our crop:

**citrus
academy**

of the other groups, and a

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

[illegible]

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

[illegible]

Draw a mind map about the effects of root shock on citrus trees 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.



Activity 7 – Worksheet

Complete the worksheet below.

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

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

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

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.

Activity 9 – Worksheet

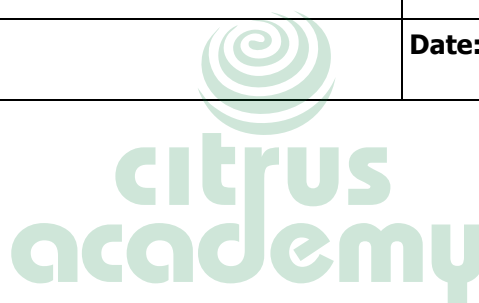
Complete the worksheet below.

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

If you found some trees that were not healthy and suitable for optimum growth, what would you do?
How would you know whether or not the planting area has been prepared correctly?
What would you do if, in your opinion, it was not prepared correctly?
What time of day do you think is best for planting citrus trees?
Is there any time of day that you think would not be suitable for the planting of citrus trees?
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?
What do you think is the best possible methods for transporting citrus trees from the nursery to your farm?

Once the trees have arrived on the farm, what should happen to them before being planted?	
Do you think it is important to water young citrus trees before and after planting? Why?	
During the planting process, how would you keep the trees moist and sheltered?	
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	
Wilted	
Dead	
What do you understand under the concept basic hygiene standards, and why is this important in terms of planting citrus trees?	
What do you understand under the concept cross-contamination, and why is this important in terms of planting citrus trees?	

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

You are now ready for step six of the assessment process, a demonstration. Check your plan carefully to make sure that you prepare in good time. You have to demonstrate the skills listed below while establishing a crop, or simulating the actions.

You have to score an overall mark of at least 85% in this test in order to be found competent.

Inform the assessor if you have any special needs or requirements **before** the agreed date for the assessment test. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test 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 this checklist to help you prepare for the observation. These are examples of possible tasks you might be required to perform during the observation. All the information you need was taught in the classroom and can be found in the learner guide that you received.

<i>Example Questions</i>	<i>I Have Revised This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain It Again</i>
Select the correct tools for the task of planting crops.		
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.		
Prepare the planting site correctly.		
Lay out planting rows correctly.		
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.		
Keep plants safe while planting.		
Water plants correctly after planting.		
Explain the impact of heat, rain, wind, humidity on the plants.		
Explain the soil conditions required for planting.		
Explain how to minimise or prevent root shock and transplant shock.		
Explain what to do if plants show signs of dying after planting.		
Explain what to do if plants died after planting.		
The assessor or facilitator has explained this step to me and I have revised these questions.		

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

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 test. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test 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 the part of the practical assessment when you are observed on the attitudes and attributes that you need to have to be found competent for this learning module.

<i>Observations</i>	<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	116079		
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 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	Attend all lectures Complete workbook as per instruction Summative Demonstration	Attend all lectures Complete workbook as per instruction Summative Demonstration	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.	Attend all lectures Complete workbook as per instruction Summative Demonstration	Attend all lectures Complete workbook as per instruction Summative Demonstration	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.	Attend all lectures Complete workbook as per instruction Summative Demonstration	Attend all lectures Complete workbook as per instruction Summative Demonstration	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.	Attend all lectures Complete workbook as per instruction Summative Demonstration	Attend all lectures Complete workbook as per instruction Summative Demonstration	85% competence in all areas		
<i>Embedded Knowledge:</i> The learner is able to demonstrate a 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	Attend all lectures Complete workbook as per instruction Summative Demonstration	Attend all lectures Complete workbook as per instruction Summative Demonstration	Overall minimum test score of 85%		

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			
with hand-held tools. 5. Plant hygiene principles during planting. 6. Ensuring that the correct procedures are followed during planting. 7. Plant requirements during planting.					
Unit Standard CCFOs: 1. Problem solving relates to specific outcomes 2 to 4 2. Self-management relates to specific outcomes 1 to 4 3. Interpreting information relates to specific outcomes 1 to 4 4. Communication relates to specific outcomes 2 and 4 5. Use science and technology relates to specific outcomes 2 to 4 6. The world as a set of related systems relates to specific outcome 4 7. Self-development relates to specific outcomes 1 to 4 8. Teamwork relates to all specific outcomes	N/a	Rating Scale	Minimum rating of 3:5 in each criteria or overall average of 3:5		

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.

