

ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

Crop Protection – Application

Level 2

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P.O. Box 461, Hillcrest, 3650
(031) 313-3364

Title:		Apply Plant Protection Products Effectively and Responsibly					
Applied Title:		Apply Plant Protection Products Effectively and Responsibly in a Citrus Production Environment					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Crop Protection					
Context:		Citrus Production					
US No:	116125	Level:	2	Credits:	4	Notional Hours:	40
Author:		C. Pountney					

Based on the Production Guidelines of:



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Unit standard alignment and assessment tool development:
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Project coordinator:
Jacomien de Klerk

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Table of Contents

Directions 4
Step 1 5
Step 2 7
Step 3 8
Step 4 9
Step 5 11
Step 6 22
Step 7 24
Step 8 27
Step 9 28
Step 10 35



Gathering of Evidence	B
	D
	A
	A
	A
	A
of Portfolio of	A

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.



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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:	116125
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 116125. 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:	



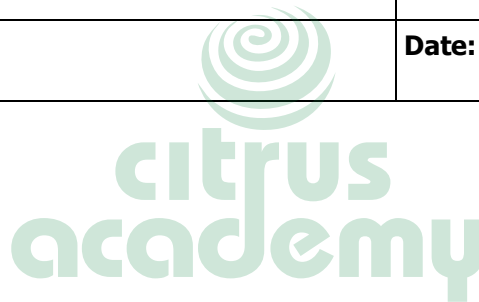
Step 2

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.

<i>NQF Level</i>	<i>Unit Standard Number</i>	<i>Learning Module Name</i>	<i>No, I Have Not Completed It</i>	<i>Yes, I Have Completed It</i>	<i>If Yes, When Did You Complete It?</i>
1 (ABET 4)		Literacy and Numeracy			
1	116204	Recognise pests, diseases and weeds on crops			
2 (E)	116065	Store and control agrochemical products effectively and responsibly			
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's 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:		Apply Plant Protection Products Effectively and Responsibly
Module / Unit Standard Registration Number:		116125
<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	Learner Poster Presentation - There are many important things that you need to remember about crop protection in order to be found competent in this learning module, and so that you can do your job well. - You have to do a design and present a poster 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 do not understand.	

7	Practical Assessment - You also have to develop very specific character traits and attitudes and to be able to do very specific tasks to be competent in this learning module. - 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 role 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 – Worksheet

Go to the farm where you are completing your practical training and find a plant protection product label. Labels can also be found on the Internet. Complete the worksheet below from the information on the product label.

Product Name	
Physical description	
Chemical composition	
Pre-harvest interval	
Product expiry date	
Product toxicity	
Activity indications	

Activity 2 – Interview an Expert

Interview the crop protection manager or supervisor on the farm on which you are doing your practical and gather the following information regarding a crop protection application on the farm.

Block or orchard where application is made:	
Reason for the protective application and target pests and diseases:	
Name of the product(s) to be used:	

Volume of product(s) that is required:	
Special instructions or warnings for use and application of product:	
Equipment needed for application:	
Workers needed for application:	
Protective gear and clothing that should be worn:	
Emergency equipment that has to be available:	
Special facilities needed to mix or in the application of the product:	
Climatic conditions that should be taken into account before and during the application:	
People to inform of spray application action:	
Animal control actions prior to application:	

Activity 3 – Brainstorm

Hold a group brainstorm and complete the pre-application checklist below, on which some information has been provided.

Pre-Application Checklist			
Crop Protection Program Instructions:			
Orchard Number	Orchard 10	Size and No of Trees	50ha; 27,750 trees
Application Date	From: 13/10	To: 15/10	
Target Pest(s)/Disease(s)	Thrips and Blackspot		
Chemicals	Cypermethrin	Dithane M45	BP medium oil
PHIs			

Chemical Concentration	<i>Chemical</i>		<i>Concentration</i>		<i>Per</i>	
	Cypermethrin		20ml		100 litres water	
	Dithane M45		150g		100 litres water	
	BP medium oil		300ml		100 litres water	
Application Method	Trunk Application		Soil Drench		Spray	X
Spray Type	Light Cover		Medium Cover		X	Full Cover
Other Instructions	Do not spray if the wind exceeds 20km per hour					
Chemical Requirements:						
<i>Chemical</i>	<i>Quantity Required</i>	<i>Unit</i>	<i>Units Required</i>	<i>Check</i>		
				<i>Available</i>	<i>Expiry</i>	
Cypermethrin		1l containers				
Dithane M45		25kg bags				
BP medium oil		210l drums				
Equipment Requirements:						
<i>Description</i>			<i>Quantity</i>	<i>Check</i>		
				<i>Available</i>	<i>Condition</i>	
Worker Requirements:						
<i>Description</i>			<i>Number</i>	<i>From</i>	<i>To</i>	
Other Requirements:						
Notes:						
Signed:				Date:		

Activity 4 – Flow Diagram

Draw a flow diagram of the correct procedure for preparing the spray material for the application for which the pre-application plan was done in activity 3. Note the equipment required for each step and the health and safety precautions that should be taken.

citrus academy

Activity 5 – Practical Task

Take part in at least two instances where spray material is prepared and mixed on the farm where you are completing your practical training. During the practical task, pay attention to the following and make key notes for yourself.

Attach the signatures from your mentor, supervisor, or the crop protection manager confirming that you completed the task.

Names and examples of plant protection products:	
Examples of colour codes, symbols and pictograms that I have observed and what they mean:	
The procedure for correctly calculating the amount of chemical required from the information on the crop protection program:	
The procedure for correctly mixing the product according to the manufacturers' instructions:	
The correct mixing equipment that should be available and how it is used:	

The health and safety procedures that should be followed during the handling and mixing of chemicals:			
The correct procedures for storing chemicals.			
The correct procedures for cleaning, sanitising and storing equipment.			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Activity 6 – Practical Task

Take part in at least two instances where plant protection products are applied on the farm where you are completing your practical learning. During the practical task, pay attention to the following and make key notes for yourself.

Attach the signatures from your mentor, supervisor, or the crop protection manager confirming that you completed the task.

Names of examples of plant protection products:	
The weather conditions that should be taken into account before and during an application:	
The calibration procedures that should be adhered to:	
The product instructions for application:	
Application methods that can be used for this product:	
Protective gear and clothing that should be worn prior to and during application:	

Step-by-step procedures to follow during the application:			
	Key Notes	Possible Consequences if Procedures are Not Adhered to	
Protecting self and co-workers			
Protecting non-targeted organisms			
Protecting the environment			
Wearing and using a full set of protective clothing and gear correctly			
Keeping protective clothing and gear in good working condition and state of repair.			
Products are stored correctly and safely			
Correct disposal of empty chemical containers			
Avoiding soil and water contamination			
Correct climatic conditions for spray applications			
Non-authorized workers are prevented from coming into contact with chemicals.			
Rest of the workers are informed of the application activity			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Activity 7 – Practical Task

During the practical task of applying plant protection products, pay attention to the postharvest procedures and make key notes for yourself.

Application equipment is cleaned thoroughly.			
Waste products and empty containers are collected, cleaned and discarded			
Empty containers are not used for other purposes			
Protective gear is cleaned, maintained and stored correctly			
Personal hygiene is applied			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Activity 8 – Worksheet

Complete the worksheet below.

Provide details of a crop protection application that you took part in during your practical learning.
How was the process monitored by the foreman, team leader and / or farm manager.
Did any problems occur during the application process? Explain in detail what occurred and why it occurred.

If in the previous question you could think of no problems, write down at least one potential problem that could have occurred, and what can be done to make sure that it does not happen in the future.

Write down a step-by-step procedure for workers on the farm to follow in order to report the progress of the application process verbally.

Draw up a simple incident report form that workers can fill in to report problems or unusual occurrences in writing.



Activity 9 – Group Activity and Role-Play

Divide the class into three groups and choose an emergency scenario. As a group, act out a small drama to demonstrate the situation to the other groups in the class. Write keynotes for yourself.

Scenario 1

What happened during the scenario?	
What caused the emergency to arise?	

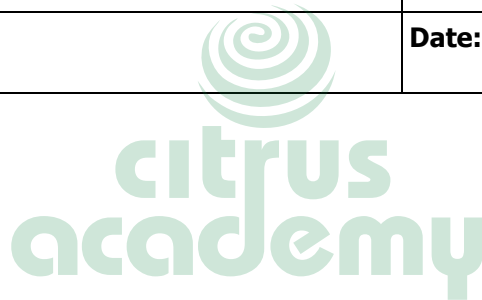
What kind of emergency occurred?	• Chemical spills • Human poisoning • Animal poisoning • Environmental contamination
Explain how the emergency was dealt with?	
Was a medical doctor or a vet required to deal with the situation?	
How was the supervisor informed?	
Did the supervisor contact a poison information centre?	
Explain what type of incident report was completed.	

Scenario 2

What happened during the scenario?	
What caused the emergency to arise?	
What kind of emergency occurred?	• Chemical spills • Human poisoning • Animal poisoning • Environmental contamination
Explain how the emergency was dealt with?	
Was a medical doctor or a vet required to deal with the situation?	
How was the supervisor informed?	

Did the supervisor contact a poison information centre?	
Explain what type of incident report was completed.	
Scenario 3	
What happened during the scenario?	
What caused the emergency to arise?	
What kind of emergency occurred?	• Chemical spills • Human poisoning • Animal poisoning • Environmental contamination
Explain how the emergency was dealt with?	
Was a medical doctor or a vet required to deal with the situation?	
How was the supervisor informed?	
Did the supervisor contact a poison information centre?	
Explain what type of incident report was completed.	

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

Poster Presentation

You are now ready for step six of the assessment process, the designing of a poster regarding the correct procedures for applying plant protection products for a specific crop. There are many different products to apply and many brand names on the market. You have to design your poster with at least three agrochemicals. Check your plan carefully to make sure that you prepare in good time.

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

Inform the assessor if you have any special needs or requirements **before** the agreed date for the handing in of the assessment task. 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 plan and prepare for the writing of the job description. These are examples of possible questions that will help you to organise and plan your task. 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>
What plant protection products are required for my crop?		
When do these plant protection products have to be applied?		
What is the purpose of these plant protection products?		
At what dose must these plant protection products be mixed?		
What are the rules regarding the mixing of these plant protection products?		
What are the rules regarding the application of these plant protection products?		
What protective gear and clothing must be worn when mixing or applying these plant protection products?		
With what equipment must these plant protection products be applied?		
How must excess of the plant protection products be discarded of?		
How must empty containers of the plant protection products be discarded?		
How must equipment be cleaned after application of these chemicals?		
How are these plant protection products received?		
How are these plant protection products stored?		

<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>
What documentation has to be filled out regarding these plant protection products?		

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



Step 7

Practical Assessment

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

- This part of the assessment requires you to go into the orchard and practically show the assessor that you can perform specific tasks correctly.
- The assessor will also ask you questions about the tasks that you are required to perform to make sure that you understand it well.
- Remember that this module of learning also helps you to develop certain attitudes and personality traits. The assessor will ask you specific questions and observe you throughout the process to judge whether you have developed these.
- You will have to score an overall mark of at least 85% in every section of this practical assessment in order to be found competent.
- You will also need to score a minimum mark of three out of five for the attitudes and attributes section in order to be found competent.

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. 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 practical assessment. This is a list of the skills that you may be asked to show. You will be asked specific questions regarding these tasks and the knowledge that you need to apply in order to do it correctly. All the information you need was taught in the classroom and you should have practiced them during the practical part of your learning.

<i>Tasks and 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>
Task 1: Plan for the application of plant protection products.		
• What product will be used?		
• How much of the product do you need?		
• Where is the product stored?		
• Who issues the product?		
• Who has to mix the product?		
• What application equipment will be needed?		
Task 2: Apply plant protection products.		

<i>Tasks and 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>
• How must the application equipment be prepared for the application?		
• How must the product be mixed?		
• At what time of day must the product be applied?		
• Can the product be applied when it is hot, when it is windy or when it has been raining?		
• Will too much or too little of the product damage the plant?		
Task 3: Work safely with plant protection products.		
• Can the product harm humans, animals, or the environment?		
• How can you prevent harm to humans, animals, or the environment when working with the product?		
• What safety clothing must be worn when using the product?		
• How must the product be stored?		
• How must the empty containers be discarded?		

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	116125		
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 116125 – 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: Implement a pre-application plan <i>Range:</i> Pre-application plan includes but is not limited to product, equipment, protective gear, emergency equipment, facilities and climatic conditions.					
Specific Outcome 2: Mix correct pest control products at correct dose rate <i>Range:</i> Pest control products include but are not limited to crop, produce and animals.					
Specific Outcome 3: Apply pest control product to produce / crop or farm animals					
Specific Outcome 4: Take the necessary safety and health precautions whilst applying pest control products <i>Range:</i> Including protecting self and co-workers, protecting non-targeted organisms, protecting the environment					
Specific Outcome 5: Apply post-application procedures					

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116125 – 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 6: Monitor and report on the process, problems and unusual occurrences to the supervisor <i>Range:</i> Report may be delivered verbally or in writing					
Specific Outcome 7: Deal appropriately and effectively with emergencies <i>Range:</i> Emergencies include but are not limited to chemical spills, human and animal poisoning and environmental contamination					
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Interpretation of pictograms, colour coding and symbols 2. Legal implications of misuse/ abuse i.e. off-label use 3. Potential hazards associated with agrochemicals 4. Cleaning and maintenance of equipment 5. General symptoms of poisoning 6. Impact of product on the environment, humans and other organisms 7. Basic storage principles and requirements 8. Principles and methods of mixing	Attend all lectures Complete workbook as per instruction	N/a	Overall minimum test score of 85%		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116125 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
9. Empty container and waste disposal 10. Emergency procedures 11. Legislation and Codes of Practice 12. First aid 13. Hygiene 14. Contamination					
Unit Standard CCFOs: 1. Problem solving relates to specific outcomes 1, 2 and 6 2. Self-organisation and management relates to specific outcomes 1-7 3. Information evaluation relates to specific outcomes 1, 2 and 4 4. Communication relates to specific outcomes 1, 2, 4, 6, and 7	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.

