

ASSESSMENT GUIDE FOR ASSESSORS & FACILITATORS

Enterprise Selection, Planning and Establishment

Level 2

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

Title:		Identify and Recognise Factors Influencing Agricultural Enterprise Selection Apply Layout Principles for Conservation and Infrastructure					
Applied Title:		Identify and Recognise Factors Influencing Citrus Agricultural Enterprise Selection Apply Layout Principles for Conservation and Infrastructure					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Enterprise Selection, Planning and Establishment					
Context:		Citrus Production					
US No:	116081 116127	Level:	2	Credits:	2 5	Notional Hours:	20 50
Author:		J. Pienaar					

Based on the Production Guidelines of:



Supported by:



Unit standard alignment and assessment tool development:

Cabeton Training and Development

Project coordinator:

Jacomien de Klerk

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Table of Contents

Directions 4

Step 1 5

Step 2 6

Step 3 7

Step 4 8

Step 5 9

Step 6 20

Step 7 23

Step 8 26

Step 9 27

Step 10 38



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:	116081 + 11627	Level:	2	Credits:	2+5 (7)
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The step-by-step instructions agree and are conducted in concert with the steps described in the learner assessment guide. The steps are as follows:

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

Step 1

Pre-Assessment Briefing and Checklist

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

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

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

Step 2

Learner Declaration of Authenticity

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

The format is as reflected in the learner assessment guide.



Step 3

Diagnostic Assessment of Learning Assumed to be in Place

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

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

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

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



Step 4

Assessment Plan for Gathering of Evidence

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

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

Learner and Assessor Assessment Plan		
Unit Standard	Identify and Recognise Factors Influencing Agricultural Enterprise Selection Apply Layout Principles for Conservation and Infrastructure	
Registration Number	116081 and 116127	
Step	Description	Completion / Submission Date
Step 5	Learner Formative Assessment Activities	
Step 6	Summative Assessment	
Step 7	Integrated Summative Assessment	
Step 8	Re-Assessment Procedures	
Step 9	Documentation	
Step 10	Administration and Completion of Portfolio of Evidence	

Step 5

Learner Formative Assessment Activities

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

Learners must complete all the activities in the workbook.

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

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

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

Model answers are provided below.

Activity 1 – Ask an Expert
Speak to an expert on the farm where you work and find answers to the questions below:
1. What type of soil is best suited to your crop?
Depending on cultivar and variety
2. What water sources are used on the farm?
As per farm
3. What is the climate like on the farm where you work?
As per farm
4. What are the biggest climatic dangers for the crop produced on your farm?
Possibly frost, hail, flash floods, wind, drought as per local conditions
5. What natural vegetation occurs in the area where the farm is where you work?
As per area.
Possibly fynbos, renosterveld, savannah grasslands, indigenous forests, etc.
6. Describe the topography of the farm.
As per farm

Activity 2 – Research and Report

Go to your nearest library or ask an expert to assist you in finding information on the following subjects. Write a brief summary of your findings below.

1. The type of soil that occurs in the area where your farm is situated.

As per farm and geographical area – see soil map related to farm of reference

2. The name and characteristics of the biome where your farm is situated.

As per farm and geographical area – see www.environment.gov.za

3. The typical veld type(s) that occur naturally in the biome where your farm is situated.

As per farm and geographical area – see www.environment.gov.za or consult Acocks' Veld Types of South Africa

4. What impact do you think commercial citrus farming might have on the veld type and biome in the area where your farm is situated?

May vary according to geographical area, but answers should consider impact on indigenous fauna and flora, impacts on biodiversity, potential for soil degradation and exhaustion of other natural resources, such as water and ecosystems.

Activity 3 – Group Discussion

Hold a group discussion on the following questions. Write down the answers that you decide on.

1. What infrastructure is required to grow citrus?

Internal:

- Farms roads
- Irrigation and water supply systems
- Electricity supply
- Boundary fencing
- Farm buildings

External:

- Access roads
- Locality
- Communication systems
- Availability of service providers
- Community services

2. Who supplies the infrastructure?

Internal: Farm owner

External: Local and national government

3. Why is this infrastructure important for the success of the crop produced on your farm?

Internal:

- Farms roads – movement around farm, access to activity points
- Irrigation and water supply systems – irrigation of plants, water supply to houses and offices
- Electricity supply – electricity for buildings, pump systems, etc.
- Boundary fencing – security and access control
- Farm buildings – employee housing, stores and sheds, offices and packhouses

External:

- Access roads – access to farm
- Locality – near to suppliers and service providers, in well-settled citrus production community
- Communication systems – communication with outside world
- Availability of service providers – supply of products and maintenance

Community services – support to farm and employees
4. List possible defects or problems that could be expected from infrastructure.
Internal: Farms roads – deterioration in condition may lead to damage to vehicles, etc. Irrigation and water supply systems – leaks, pump breakdown, etc. Electricity supply – interruptions in supply, stolen cables, lack of maintenance Boundary fencing – deterioration, damage, theft Farm buildings – deterioration, damage External: Access roads – deterioration in condition may lead to damage, changes in local road system Locality – none Communication systems – interruptions in services Availability of service providers – service providers closing down Community services – services may be discontinued
5. Draw a map of the farm where you work and indicate where the infrastructure is found and why you think it is found here.
As per farm

Activity 4 – Ask an Expert

Interview a subject matter expert on the farm where you are completing your practical duties and answer the questions below:

1. What cultivar(s) are grown on the farm?
As per farm context
2. Describe the cultivar(s).
As per cultivar characteristics
3. What are the origins of the cultivar(s)?
As per cultivar
4. When are the fruit harvested for the cultivar(s)?
As per cultivar
5. Why was the cultivar(s) chosen for this farm?
Suitability of cultivar to climate, topography, natural resources available Disease resistance of cultivar Market demand for cultivar

Activity 5 – Worksheet

Complete the worksheet below.

What stock items will you have to order to grow the crop produced on your farm? Include all the things that you can think of from before the crop is established, to when the crop is established, to when the crop is already actively growing and producing. Give an indication of where you might find or from where you might have to order these items.	
Item	Source
Plant material	Certified citrus nurseries
Tools, equipment and machinery	Local suppliers, farmer cooperatives

Agrochemicals	Local suppliers, farmer cooperatives
Maintenance items	Local suppliers, farmer cooperatives
Fuel	Local suppliers, farmer cooperatives

Activity 6 – Group Discussion

Hold a group discussion on the following questions. Write down the answers that you decide on.

1. Describe the production cycle of the citrus crop grown on your farm.

Month	Cell Processes	Fruit and Flower Development	Production Processes					
			Fertilisation	Pest and Disease Control	Irrigation	Pruning	Harvesting	Packing
July	Flower Initiation	Flowering						
August	Cell Division							
September								
October								
November	Cell Enlargement	Fruit Set						
December								
January		Fruit Growth and Maturation						
February								
March								
April								
May								
June								

2. What might go wrong during this production cycle?

Pests, diseases, weeds influencing crop, hazardous climatic conditions affecting or destroying crop, change of market requirements or demand, change in market supply, change in financial position of business, change in political situation of country, change of prices in stocks required, change of legislation, change of systems controlling markets, labour problems, etc.

3. What records or documents have to be kept during this production cycle?

Dependant on farm. Could include any quality control systems, traceability records, financial records, irrigation records, weather and climate records, pest and disease control records, fertilisation application records.

4. If the market that usually buys the fruit from your farm switches to eating only meat, how would this influence you, the farm and the production cycle?

Reduction in price obtained for product or total collapse of market and inability to sell product to original market, might adapt by selling to alternative markets

Activity 7 – Ask an Expert

Interview one of the members of the health and safety committee on the farm where you are completing your training and record their answers to the following questions:

1. If you had to give a brief overview of the objectives of the Occupational Health and Safety Act of South Africa, what would you say?

Adhere to basic rules and regulations as stipulated by South African Government to protect the employer and employee against workplace accident

2. Explain the main duties and functions of members of the Health and Safety Committee on the farm.

Make and keep records of recommendations to employers and inspectors

Discuss, report and keep records of incidents in which someone is injured, killed or becomes ill

Monitor, investigate and report on health and safety matters

Accompany inspectors during inspections

Attend health and safety committee meetings and make recommendations according to the OHSA

Activity 8 – Worksheet

Complete the worksheet below.

1. How is the crop harvested on the farm where you work?

Dependant on farm.

2. Why is the crop harvested in this way?

Completing harvesting process within timeframe, compliance to market requirements, compliance to basic health and hygiene requirements, delivery of product at highest possible quality for highest possible price.

3. What health, safety and food safety procedures do workers have to follow while harvesting?

Refer to general hygiene routines, wearing protective clothing in prescribed manner, health and safety regulations and policies of workers with communicable disease steering clear of harvesting environment.

4. Describe how the quality of the fruit can be influenced during harvesting.

Poor practices may damage fruit, poor hygiene affects the food safety of the sold product which reduces credibility of the product and decreases market price.

Activity 9 – Flow Diagram

Draw a flow diagram to explain what postharvest activities take place for the crop produced on the farm where you are completing your practical duties.

As per farm practices

Should include:

- Handling and transportation of fruit postharvest
- Requirements of personnel at various stages postharvest regarding health, hygiene and food safety
- Packhouse practices and procedures
- Quality Control System(s)

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116081 – Level 2

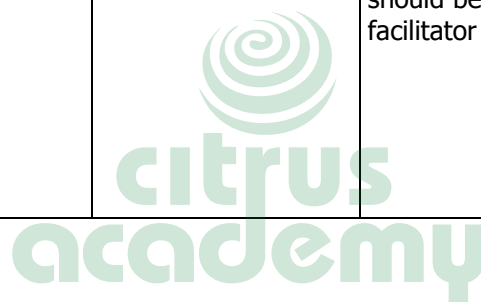
	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
<i>Specific Outcome 1: Name and recognise natural resources required for the selection of the relevant enterprise</i> <i>Range:</i> Natural resources include soil, water, climate, vegetation and topography	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: Describe and recognise infrastructural requirements for the selection of the relevant enterprise</i> <i>Range:</i> Infrastructural requirements include fencing, housing, water supply, electricity, animal handling facilities and access	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner workbook	As per model answer sheet	
<i>Specific Outcome 3: Identify and recognise stock required for the relevant enterprise</i> <i>Range:</i> All livestock and crops on the farm	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 116081 – 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 4:</i> Recognise and describe production cycles within the relevant enterprise <i>Range:</i> All enterprises on the farm or within a community	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 5:</i> Identify and recognise harvest practices within the relevant enterprise <i>Range:</i> All enterprises on the farm or within a community	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 6:</i> Describe and recognise postharvest practices within relevant enterprise	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	
US CCFO: Identifying	Attends all lessons,	Attendance register	Learner must at least	N/a	

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116081 – 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>
US CCFO: Working	activities, practical and completes activities and workbook as per instructions	and facilitator report	be present and no negative commentary about the learner should be made in the facilitator report.		
US CCFO: Organising					
US CCFO: Communicating					
US CCFO: Science					
US CCFO: Demonstrating					
US CCFO: Contributing					
US CCFO: Identifying					



Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116127 – 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: Recognise veld and soil types, animal and human behaviour and demarcate appropriate areas for sustainable resource use in the layout of the farm</i> <i>Range:</i> All resources on the farm, suitable for main farming enterprises	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.	85% competence in all areas	As per model answer sheet	
<i>Specific Outcome 2: Construct the infrastructure and relate the physical and chemical characteristics of soil, landscape and local climate and land capability, and demarcate areas for sustainable use</i> <i>Range:</i> Number, spacing and size of structures should be identified, evaluated and surveyed.	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.		As per model answer sheet	
<i>Specific Outcome 3: Understand the design of farm layout according to agricultural, water catchment and environmental conservation areas</i> <i>Range:</i> Evaluate a range of relevant resources, characteristics and climate in relation to potential land use and effect of (to be) erected structures	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.	85% competence in all areas	As per model answer sheet	

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116127 – 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 4: Design and construct basic infrastructure using simple tools and equipment</i> <i>Range:</i> Collection of structures as appropriate for the natural environment and selected enterprise	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.	85% competence in all areas	As per model answer sheet	
<i>Specific Outcome 5: Maintain, report faults and, where appropriate, repair them under supervision</i> <i>Range:</i> A variety of maintenance tasks relevant to the farm layout and enterprise	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.	85% competence in all areas	As per model answer sheet	
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 Guide – Assessor and Facilitator**Skills Area:** Enterprise Selection, Planning and Establishment**Level:** 2**Unit Standards:** 116081 / 116127

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

Learner Research Report

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

The exercise is aimed at allowing learners to think through the aspects of establishing and maintaining a commercial citrus production unit.

- 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 learners with an example or advertisement (real estate) of a farm and use this example to complete the assessment. The example should be related to the local area which learners are familiar with.
- The goal is for learners to assess how suitable the farm is in all aspects, thus considering on-farm resources and location of the farm to for example packhouses, distribution points, market, and accessibility for vehicles.
- 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:	116081 and 116127	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.

<i>Research and Reporting Points</i>	<i>The Research Is Complete and Relevant to the Point</i>	<i>Knowledge Is Applied to Commercial Citrus Farming in South Africa</i>	<i>Sound Conclusions are Drawn and / or Relevant Recommendations are Made</i>
The learner gave credit to research sources			5 points
The learner applied a sound reporting format			5 points
Name and recognise natural resources required for the selection of a commercial citrus farm, and decide whether the natural resources in your local area meets these requirements.	5 points	5 points	5 points
Describe and recognise infrastructural requirements for a commercial citrus farm, and decide whether the infrastructure in your local area meets these requirements.	5 points	5 points	5 points
Discuss the impact that the establishment of a commercial citrus farm might have on the physical and chemical characteristics of soil, landscape and local climate and land capability and vice versa.	5 points	5 points	5 points
Recognise and demarcate areas for sustainable use as related to commercial Citrus production	5 points	5 points	5 points
Identify and recognise stock required for a commercial citrus farm.	5 points	5 points	5 points
Recognise and describe production cycles on a commercial citrus farm.	5 points	5 points	5 points
Identify and recognise harvest practices on a commercial citrus farm.	5 points	5 points	5 points
Describe and recognise postharvest practices in commercial citrus production.	5 points	5 points	5 points
Construct the infrastructure and relate the physical and chemical characteristics of soil, landscape and local climate and land capability and demarcate areas for sustainable use.	5 points	5 points	5 points
Understand the design of farm layout according to agricultural, water catchment and environmental conservation areas.	5 points	5 points	5 points
Design and construct basic infrastructure using simple tools and equipment at appropriate spacings with supervision. Construct structures at appropriate spacings with supervision.	5 points	5 points	5 points
Maintain, report faults, and where appropriate repair them under instruction.	5 points	5 points	5 points
Make recommendations on points 1 to 11.	5 points	5 points	5 points

The second part of the summative assessment is the submission of **workplace testimonials**.

The exercise is aimed at allowing learners to show ability to practically apply their skills and is part of the workplace testimonial showing their competence in specific tasks. The tasks are not specifically prescribed because different geographical areas and farms might vary in their approaches. It is thus essential to explain

to learners how to arrange for participation in the required over-all task and what they can possibly consider as such a task. Make sure that employers understand their role in this process and comment on the learner's ability. The emphasis is on ASSISTANCE (i.e. helping with the task or assisting fellow team members) and not on the learner completing the task individually.

Tasks	Possible Methods in which Learner can prove Competence or Participation	Signature of Mentor / Coach / Supervisor	Date on which I Completed these Tasks	Commentary from Mentor / Coach / Supervisor
Assist in the building of structures that prevent soil erosion	• Build windbreaks • Build gabions • Insert waterways • Insert subsoil drainage • Mulch • Plant cover crops			
Assist in the maintenance of infrastructure	• Fix any anti-erosion structures • Scrape roads • Fix fences • Fix trellising • Call in assistance with computers/electricity/water supply/etc. • Fix irrigation pipes			
Assist in placing new infrastructure/structures on site	• Build windbreaks • Build gabions • Insert waterways • Insert subsoil drainage • Mulch • Plant cover crops • Scrape new roads • Erect new fences • Erect trellis systems • Dig irrigation furrow • Install irrigation pipes			
Assist in the protection of indigenous species	• Remove invasive species • Retain indigenous populations • Avoid unnecessary spray actions • Prevent soil erosion			
Assist in preventing damage or quality deterioration of the water source	• Fence off water source • Fix fencing around water source • Place restriction signs around water source • Construct anti-soil erosion devices • Construct areas where pollutants can be treated or disposed of away from water sources			

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: ☐ Competent ☐ Not yet competent in this unit standard	Actions to follow: ☐ Assessor report to ETQA ☐ Learner results and attendance certification issued	
Learner's Signature		Date:	
Assessor's Signature		Date:	
Moderator's Signature		Date:	

Step 8

Re-Assessment Procedures

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



Step 9

Documentation

The following documentation is addressed in this step:

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

1. Learner and Assessor Information Forms

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

2. Assessor Report and Summative Evidence Collection Summary

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

3. Learner Assessment Re-Actionnaire

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

4. Assessor's Assessment Review and Improvement Document

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

5. Assessment Appeal Form

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

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

Assessor Information Form			
Unit Standard	116081 and 116127		
Program Date(s)			
Surname			
First Name			
Company Name			
Job / Role Title			
Home Language			
Gender	Male	Female	
Race	African	Coloured	Indian/Asian White
Employment	Permanent	Non-permanent	
Disabled	Yes	No	
Date of Birth			
ID Number			
Contact Telephone Numbers			
Email Address			
Postal Address			

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116081 – 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: Name and recognise natural resources required for the selection of the relevant enterprise <i>Range:</i> Natural resources include soil, water, climate, vegetation and topography	Summative Research Report	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 2: Describe and recognise infrastructural requirements for the selection of the relevant enterprise <i>Range:</i> Infrastructural requirements include fencing, housing, water supply, electricity, animal handling facilities and access	Summative Research Report	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 3: Identify and recognise stock required for the relevant enterprise <i>Range:</i> All livestock and crops on the farm	Summative Research Report	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 4: Recognise and describe production cycles within the relevant enterprise <i>Range:</i> All enterprises on the farm or within a community	Summative Research Report	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116081 – 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 5: Identify and recognise harvest practices within the relevant enterprise <i>Range:</i> All enterprises on the farm or within a community	Summative Research Report	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 6: Describe and recognise postharvest practices within relevant enterprise	Summative Research Report	CCFO Rating Scale	85% competence in all areas		
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Soil and water sampling techniques 2. Water provision and quality 3. Climatic conditions 4. Vegetation and topography 5. Infrastructure 6. Stock needs 7. Production cycles 8. Harvesting practice within enterprise selection 9. Communication skills 10. Numeracy skills and keeping records 11. Farming processes and procedures	Summative Research Report		Overall minimum test score of 85%		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116081 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Unit Standard CCFOs: • 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 Report and Summative Evidence Collection Summary for Unit Standard 116127 – 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: Recognise veld and soil types, animal and human behaviour and demarcate appropriate areas for sustainable resource use in the layout of the farm <i>Range:</i> All resources on the farm, suitable for main farming enterprises	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.	85% competence in all areas		
Specific Outcome 2: Construct the infrastructure and relate the physical and chemical characteristics of soil, landscape and local climate and land capability, and demarcate areas for sustainable use <i>Range:</i> Number, spacing and size of structures should be identified, evaluated and surveyed.	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.			
Specific Outcome 3: Understand the design of farm layout according to agricultural, water catchment and environmental conservation areas <i>Range:</i> Evaluate a range of relevant resources, characteristics and climate in relation to potential land use and effect of (to be) erected structures	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116127 – 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 4: Design and construct basic infrastructure using simple tools and equipment <i>Range:</i> Collection of structures as appropriate for the natural environment and selected enterprise	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.	85% competence in all areas		
Specific Outcome 5: Maintain, report faults and, where appropriate, repair them under supervision <i>Range:</i> A variety of maintenance tasks relevant to the farm layout and enterprise	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.	85% competence in all areas		
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Working safely with a range of hand-held tools. Intermediate Knowledge The learner is able to demonstrate a basic knowledge of: 1. Basic sustainable agricultural principles. 2. Environmental indicators. 3. Basic soil types and their features i.e. clay, sand, loam and its distribution. 4. Basic weather patterns i.e. summer, winter, basic clouds and energy/ carbon/	Attend all lectures Complete workbook as per instruction	Research report with recommendations.	Overall minimum test score of 85%		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116127 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
hydrological/ oxygen cycles. 5. Basic water cycle and water management. 6. Basic veld types i.e. savanna, fynbos, forest, karoo and links to weather patterns. 7. Basic ecosystems, their distribution and links to the rest of the environment i.e. wetlands, grasslands, mountains. 8. Use of hand-held tools. 9. Basic natural resources (water, soil, veld, energy, heat), their limitations and sustainable uses. 10. Use of basic waste as a resource i.e. types for erosion control, trench gardening. 11. Basic alternative energies i.e. wind, sun, gravity and some of their uses. 12. Basic soil conservation and crop rotation methods. 13. Basic environmental indicators such as soil erosion, basic signs of land degradation. 14. Following instructions and reporting on conditions.					

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116127 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Unit Standard CCFOs: • 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.

