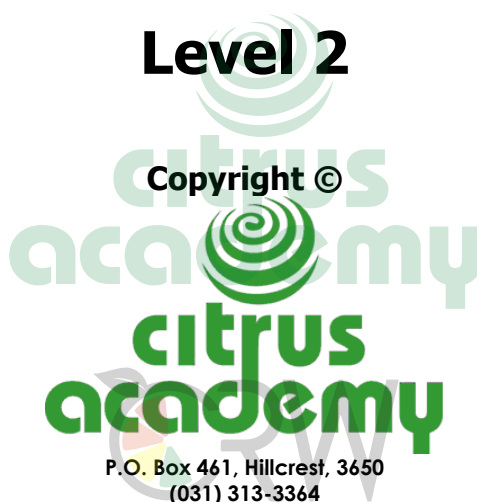


ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

Enterprise Selection, Planning and Establishment

Level 2

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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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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	Research and Report	After delivery of program
7	Practical 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:	116081 and 116127
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 standards 116081 and 116127. 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:	



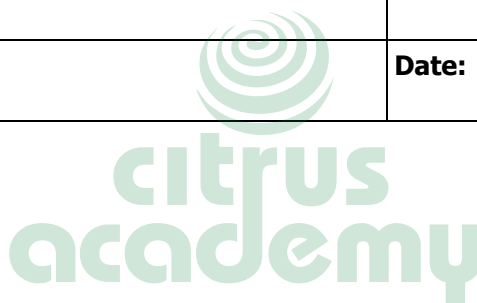
Step 2

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	116158	Apply basic agricultural enterprise selection principles (crop selection, site selection, etc.)			
1	116172	Apply elementary farm layout and infrastructure			
1 (F)	116157	Demonstrate an understanding of the basic concepts of sustainable farming systems			
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:		Identify and recognise factors influencing agricultural enterprise selection Apply layout principles for conservation and infrastructure
Module / Unit Standard Registration Number:		116081 and 116127
<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	Research and Report - There are many important things that you need to remember about enterprise selection and infrastructure establishment in order to be found competent in this learning module, and so that you can do your job well and move on to level three. - You have to do a research task and write a detailed report as per the instructions, to check if you have gained all this knowledge. You also have to hand in testimonials of the practical work you did on the farm as part of this step. - There is a detailed list of things that you need to know in this guide and examples of the types of questions that you could be asked. - Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you don't understand.	

7	Practical 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, and to be able to move on to level three. - 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 – 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?
2. What water sources are used on the farm?
3. What is the climate like on the farm where you work?
4. What are the biggest climatic dangers for the crop produced on your farm?
5. What natural vegetation occurs in the area where the farm is where you work?

6. Describe the topography of the 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.

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

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

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?

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?
2. Who supplies the infrastructure?
3. Why is this infrastructure important for the success of the crop produced on your farm?
4. List possible defects or problems that could be expected from infrastructure.

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.

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?

2. Describe the cultivar(s).

3. What are the origins of the cultivar(s)?

4. When are the fruit harvested for the cultivar(s)?

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.

2. What might go wrong during this production cycle?

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

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?

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?

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

Activity 8 – Worksheet

Complete the worksheet below.

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

2. Why is the crop harvested in this way?

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

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

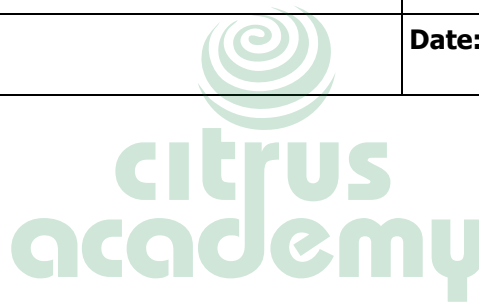
Activity 9 – Flow Diagram

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.



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

Research and Report

You are now ready for step six of the assessment process. In this step, you will be asked to do research and write a report explaining how you would go about determining whether or not a specific farm in your area is suitable for citrus production. Check your research and the written report carefully to make sure that you take into account all the factors that you have learnt, and that are listed below. Ensure that you credit your references and sources as part of the report. Your report should be no shorter than three pages and no longer than five pages. Be creative, include sketches, photos and examples in your report where necessary.

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 research and in the writing of the report. 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>Research and Reporting Points</i>	<i>I Have Researched and Reported this and Made My Recommendations</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain It Again</i>
1. 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.		
2. Describe and recognise infrastructural requirements for a commercial citrus farm, and decide whether the infrastructure in your local area meets these requirements.		
3. 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.		
4. Recognise and demarcate areas for sustainable use as related to commercial citrus production.		
5. Identify and recognise stock required for a commercial citrus farm.		
6. Recognise and describe production cycles on a commercial citrus farm.		
7. Identify and recognise harvest practices on a commercial citrus farm.		
8. Describe and recognise postharvest practices in commercial citrus production.		

<i>Research and Reporting Points</i>	<i>I Have Researched and Reported this and Made My Recommendations</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain It Again</i>
9. 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.		
10. Understand the design of farm layout according to agricultural, water catchment and environmental conservation areas.		
11. Design and construct basic infrastructure using simple tools and equipment at appropriate spacings with supervision. Construct structures at appropriate spacings with supervision.		
12. Maintain, report faults, and where appropriate repair them under instruction.		
13. Make recommendations on points 1 to 12.		
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 presentation and guide you if there are areas in which you still need further development.

The second part of step 6 is to hand in your **workplace testimonials**.

In this step, you will be asked to prove that you have participated in specific tasks on a farm in terms of the layout or maintenance of infrastructures on farms. Be sure to alert your supervisor to your participation in this program. Make sure that they supply you with signatures of tasks that you have successfully completed and record the date on which you completed these tasks.

If the farm on which you are completing your practical duties is not performing any of these duties while you are completing the program, please arrange to work on another farm or join such groups as Working for Water. The tasks given are very broad-based and there are many different things you can do to show your participation in these tasks. Seek assistance from your assessor and mentor, coach, or supervisor to guide you through the things that will prove your competence in these areas.

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 tasks that you have to complete. All the information you need was taught in the classroom and can be found in the learner guide that you received.

Assessment Guide – Learner**Skills Area:** Enterprise Selection, Planning and Establishment**Level:** 2**Unit Standards:** 116081 / 116127

<i>Tasks</i>	<i>Tasks that I Performed to Prove that I Can Do This</i>	<i>Signature of Mentor / Coach / Supervisor</i>	<i>Date on which I Completed these Tasks</i>	<i>Commentary from Mentor / Coach / Supervisor</i>
Assist with building of structures that prevent soil erosion.				
Assist in the maintenance of infrastructure.				
Assist in placing new infrastructure / structures on site.				
Assist in the protection of indigenous species.				
Assist in preventing damage or quality deterioration of the water source.				

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 presentation 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 steps 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	116081 and 116127		
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 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	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: 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	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.			
Specific Outcome 3: Identify and recognise stock required for the relevant enterprise <i>Range:</i> All livestock and crops on the farm	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 4: Recognise and describe production cycles within the relevant enterprise <i>Range:</i> All enterprises on the farm or within a community	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 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	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 6: Describe and recognise postharvest practices within relevant 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. 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	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 116081 – 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			
Unit Standard CCFOs: 1. Problem solving relates to all specific outcomes. 2. Teamwork relates to all specific outcomes. 3. Self-organisation and management relates to all specific outcomes. 4. Information evaluation relates to all specific outcomes. 5. Communication relates to all specific outcomes. 6. Using science and technology relates to all specific outcomes. 7. Inter-relatedness of systems relates to all specific outcomes. 8. Self-development relates to all specific outcomes.	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.					

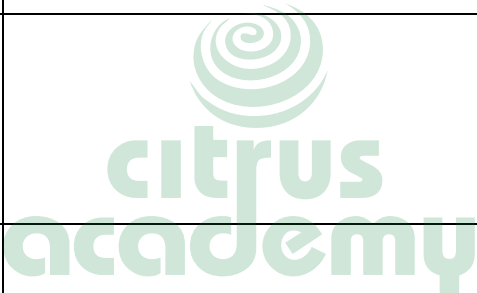
Assessor Report and Summative Evidence Collection Summary for Unit Standard 116127 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Unit Standard CCFOs: 1. Problem solving relates to all specific outcomes. 2. Teamwork relates to all specific outcomes. 3. Self-organisation and management relates to all specific outcomes. 4. Information evaluation relates to all specific outcomes. 5. Communication relates to all specific outcomes. 6. Using science and technology relates to all specific outcomes. 7. Inter-relatedness of systems relates to all specific outcomes. 8. Self-development 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	
<i>Issues</i>	<i>Comments</i>
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.

