

ASSESSMENT GUIDE

FOR

ASSESSORS & FACILITATORS

Enterprise Selection, Planning and Establishment

Level 3

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Title:		Identify and Recognise Factors Influencing Agricultural Enterprise Selection Assist in Farm Planning and Layout for Conservation and Rainwater Harvesting					
Applied Title:		Identify and Recognise Factors Influencing Agricultural Enterprise Selection Assist in Farm Planning and Layout for Conservation and Rainwater Harvesting					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Enterprise Selection, Planning and Establishment					
Context:		Citrus Production					
US No:	116214 116274	Level:	3	Credits:	3 3	Notional Hours:	30 30
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Based on the Production Guidelines of:



Supported by:



Unit standard alignment and assessment tool development:

Cabeton Training and Development

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Directions

Please Note: There is a separate assessment guide for the learner. The learner must use this guide to prepare himself / herself for the assessment.

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor who is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the assessment guide for learners.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are applicable during the execution of this assessment are available on the website of the Citrus Academy, contained in a document named Policies and Procedures for Assessment, and must be strictly adhered to. The assessor must familiarise himself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

US No:	116214 & 116274	Level:	3	Credits:	3+3 (6)
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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	Interpret factors influencing agricultural enterprises and plan accordingly Assist in farm planning and layout for conservation and rainwater harvesting	
Registration Number	116214 and 116274	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
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 in bold type.

Activity 1 – Workplace Interview
Interview your farm manager and obtain answers to the following:
The answers to this activity should be verified by an SME as most answers are dependent on the specific workplace.
1. What was the purpose of sampling the soil before the farm was started or a new orchard was planted?
Soil samples for chemical analysis are taken in conjunction with the soil survey for further evaluation and to establish its nutritional status. From this analysis, it can be determined whether any chemical ameliorants should be applied during soil preparation to optimise the soil for tree development and production.
2. What did that soil sampling reveal?
No model answer provided, dependant on workplace.
3. What decisions were based on the soil sampling results?
No model answer provided, dependant on workplace.
4. What is the purpose of sampling the water when a farm starts or when a new water source is being considered for use?
To determine whether the water is suitable for citrus production and whether it will impact on the irrigation system.
5. What decisions would be based on the quality and quantity of available irrigation water?
No model answer provided, dependant on workplace.
6. Describe the climate of the farm.

No model answer provided, dependant on workplace.
7. How is the climate suitable for citrus production?
No model answer provided, dependant on workplace.
8. What does the term 'topography' mean?
Topography refers to the lie of the land.
9. Describe the topography of the farm.
No model answer provided, dependant on workplace.
10. How is the topography suitable for citrus production?
No model answer provided, dependant on workplace.
11. What types of natural vegetation are found in the area where the farm is?
No model answer provided, dependant on workplace.
12. What does the natural vegetation of the area tell you?
No model answer provided, dependant on workplace.
13. Is there any natural vegetation that is protected on the farm? If so, explain why.
No model answer provided, dependant on workplace.

Activity 2 – Research and Report

Conduct research in your local library or on the internet and find answers to the following questions:

1. What is conservation?
Conservation means the preservation, management and care of natural resources, such as fauna, flora, soil and water.
2. Why is conservation an important concept for the citrus farmer?
Through conservation a grower can ensure sustainability of farming practices. A healthy ecosystem means healthy trees and fruit.
3. Give an example of a conservation activity that takes place on the farm where you work.
No model answer provided, dependant on workplace.

Activity 3 – Workplace Report

Write a workplace report on the following:

- What do you understand the infrastructure of the farm to be?
- What is the difference between farm infrastructure and farm structures?
- Why do you think infrastructure is important for a citrus farm?
- What do you think the farm where you work specifically require in terms of infrastructure? Explain the purpose of the infrastructure in each case.
- Are there any regulations and / or legislation that are important when it comes to the infrastructure on the farm where you work?

No model answer provided, dependant on workplace.

Activity 4 – Worksheet

Answer the questions below in your own words and according to your understanding:

1. List the most common structures found on the farm where you work and explain the function of each structure.	
No model answer provided, dependant on workplace. Structures should include not only roads and buildings, but also conservation structures such as gabions and bunds.	
Structure	Function
2. Which of these structures are there to prevent deterioration such as erosion?	
Complete model answer not provided, dependant on workplace, but answer should include structures such as gabions, bunds, dykes and road drainage systems.	
3. How do these structures prevent deterioration?	
Complete model answer not provided, dependant on workplace, but answer should include reference to slowing and redirecting the flow of runoff water.	
4. Why is maintenance to the structures and infrastructure on the farm important?	
To ensure the effective and efficient use of the structures.	
5. Who is responsible for the maintenance to the infrastructure of the farm?	
No model answer provided, dependant on workplace.	

Activity 5 – Mind Maps

Draw one or more mind maps to show the following:

- What are the requirements for growing the citrus variety produced on the farm where you work?
- What are the characteristics of the citrus variety produced on the farm where you work?
- What natural resources are required for the successful production of this citrus variety?
- What other resources are required for the successful production of this citrus variety?
- What else is the farm suitable for in terms of crop production, if you consider the available natural and other resources?

No model answer provided, dependant on workplace.

Activity 6 – Group Discussion

Hold a discussion in your group around the following. Make keynotes about your discussions and findings.

1. What is natural resource management?
Natural resource management refers to the management of natural resources such as land, water, soil, plants and animals, with a particular focus on how management affects the quality of life for both present and future generations.
2. Why is natural resource management of importance to the citrus farmer?
Natural resource management increase sustainability of the farm.
3. How is natural resource management applied on the farm where you work?
No model answer provided, dependant on workplace.

Activity 7 – Diagram

Draw a diagram to explain:

- What is meant by a production cycle?
- What is the production cycle of the citrus variety produced on the farm where you work?

Diagram should reflect the following information.

Diagram should reflect the following information:								
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		Fruit Set						
November								
December	Cell Enlargement							
January		Fruit Growth and Maturation						
February								
March								
April								
May								
June								

Activity 8 – Workplace Interview

Interview your farm manager and obtain answers to the following:

No model answer provided, dependant on workplace.

1. What are production records?

2. Why are production records kept for the farm?

3. Who is responsible for drawing up and maintaining production reports for the farm?

Activity 9 – Group Brainstorm

Brainstorm with your group about the following and write keynotes on your conclusions:

1. Who or what is the market for citrus?

The market is anyplace where citrus fruit is sold, and can include export, local or processing markets.

2. What does the market require of the citrus that it buys?

Different markets have different requirements but all markets require a good quality, safe fruit that looks and tastes good.

3. How do the market and its requirements influence crop production practices?

Crop production practices are adjusted to deliver the best quality fruit at the correct time to suit markets. Markets might also have restrictions on what chemicals are used during production.

Activity 10 – Educational Presentation

Develop and give a presentation aimed at a new group of workers, on the topics below. Attach a copy of the presentation to your workbook.

- The correct method for harvesting the fruit on the farm;
- The health, hygiene and safety principles to be followed during harvesting; and
- The purpose of the specific health, hygiene and safety procedures to be followed during harvesting.

Presentation should include reference to the following:

- Final estimate of total crop per cultivar as well as fruit size spectrum
- Comparing internal and external fruit quality with marketing standards
- Sourcing and training of supervisors and pickers
- Medical examination of all workers to be involved in the picking operation
- Issuing protective clothing to all pickers
- Preparing and cleaning picking equipment
- Decide which picking method to use, being clippers or snap-picking.
- Inspect the cleanliness and condition of ladders, clippers and picking bags daily.
- Inspect the fingernails of pickers, which must be short to prevent injuries to fruit.
- Ensure that enough drinking water is available.
- Monitor hygiene standards, for instance washing of hands after meals and ablutions.
- Ensure that fruit that are wet are not picked to prevent pressure bruising, called oleocellosis.
- Monitor of general picking and handling of fruit from tree to bin or trailer by supervisors.
- Ensure that picking bags are emptied carefully so as not to cause injuries to the fruit.
- Ensure that fruit do not have long stems after picking.
- Ensure that bins or trailers are not overfilled before transporting.
- Monitor the removal of all fallen and decayed fruit from orchards after picking.

Activity 11 – Workplace Report

Write a workplace report on the following:

- What is meant by postharvest procedures on the farm where you work?
- Give a detailed explanation of the postharvest procedures relevant to the farm where you work.
- Are there any postharvest procedures that must be followed because they are prescribed by law or international trade agreements?

No model answer provided, dependant on workplace.

Activity 12 – Practical Activity

Choose a structure that you work with frequently on the farm (e.g. a trellis system or a gabion) and perform the tasks below. The log sheet below has to be completed to prove that you completed the tasks successfully.

No model answer provided, dependant on workplace.

Task	Details of Procedures Followed	Date of Satisfactory Completion
Explain the purpose of this structure.		

Explain how the structure is built.		
Explain the maintenance required to the structure.		
Explain which tools are used and how they are used correctly during the building and maintenance of the structure.		



Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116214 – Level 3

	<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>
Specific Outcome 1: Interpret and categorise natural resources required for the selection of the relevant enterprise <i>Range:</i> Natural resources include but are not limited to soil, water, climate, vegetation, topography and other	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	
Specific Outcome 2: Categorise and maintain infrastructure for the selection of the enterprise <i>Range:</i> Infrastructural requirements include but are not limited to fencing, housing, water supply, electricity, handling facilities, access and other	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	
Specific Outcome 3: Determine stock required for the relevant enterprise <i>Range:</i> All livestock and crops required for the 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	

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116214 – Level 3

	<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: Define and interpret production procedures within the relevant enterprise</i> <i>Range:</i> All crops required for the 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	
<i>Specific Outcome 5: Determine and apply harvest procedures within the relevant enterprise</i> <i>Range:</i> All crops required for the relevant enterprises	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: Compare and interpret postharvest procedures within relevant enterprise</i> <i>Range:</i> All crops required for the 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: Problem solving	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 116214 – Level 3

	<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: Teamwork	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: Self-organisation and management					
US CCFO: Information evaluation					
US CCFO: Communication					
US CCFO: Use science and technology					
US CCFO: Inter-relatedness of systems					
US CCFO: Self-development					



Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116274 – Level 3

	<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>
Specific Outcome 1: Assist in a land capability analysis to serve as the basis for development of an area or an enterprise selection for the farm <i>Range:</i> Land capability may refer to intensive or extensive crop and animal systems, as well as aquaculture and horticultural production systems and/or human well-being. All types of analysis are included according to purpose of appropriate basic infrastructure, but not restricted to the analysis soil and water. A comprehensive analysis of the farm or selected enterprise on the farm could be considered	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	85% competence in all areas	As per model answer sheet	
Specific Outcome 2: Design and construct prevention structures and infrastructure necessary for area or the farm enterprise, applying sustainable resource use principles <i>Range:</i> Structures include but are not restricted to bunds, gabions, mulching, wetland protection contours and soil preparation methods. It includes comprehensive tasks related to energy, roads and building infrastructure	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly		As per model answer sheet	

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116274 – Level 3

	<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>
Specific Outcome 3: Design and construct basic infrastructure using simple tools and equipment <i>Range:</i> Simple tools and equipment include but are not restricted to bunds, gabions, mulching, wetland protection contours and soil preparation methods. It includes a variety of tools and equipment appropriate for the construction or maintenance task.	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	85% competence in all areas	As per model answer sheet	
Specific Outcome 4: Monitor and implement principles of natural resource management and infrastructure maintenance <i>Range:</i> All principles for efficient design of layout of farm and infrastructure, as well as properties of material should be considered.	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	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 116274 – Level 3

	<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>
Specific Outcome 5: Maintain prevention structures, report faults and, where appropriate, repair them under supervision. <i>Range:</i> A comprehensive approach should be taken to maintenance of layout of farm and infrastructure. Infrastructure maintenance is not limited to catchment management, protection and regular maintenance tasks.	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	85% competence in all areas	As per model answer sheet	
US CCFO: Problem solving	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: Teamwork					
US CCFO: Self-organisation and management					
US CCFO: Information evaluation					
US CCFO: Communication					
US CCFO: Use science and technology					
US CCFO: Inter-relatedness of systems					
US CCFO: Self-development					

Assessment Guide – Assessor and Facilitator**Skills Area:** Enterprise Selection, Planning and Establishment**Level:** 3**Unit Standards:** 116214 & 116274

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

Knowledge Questionnaire and Practical Tasks

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.

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

Unit Standard:	116214 and 116274	NQF Level:	3
Learner Name			

What is meant by natural resources?
Why is knowledge of the natural resources of an area important when planning a farm?
Give a brief description of the requirements for a citrus farm regarding: • Topography • Soil • Water • Climate
Which basic structures are required on a citrus farm?
Which basic infrastructures are required on a citrus farm?
What is conservation?
Why is conservation important to a citrus farm?
What can a citrus farm do to contribute towards conservation?
Which conservation structures and infrastructures would you recommend to a citrus farm? Why?

Why is maintenance to farm structures and infrastructure of importance?
Why are health, hygiene and safety important during harvesting and postharvest activities?
Why is knowledge of market requirements important when planning a farm?

The second part of the summative assessment is the completion of practical activities.

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 overall 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.

Task	Details of Procedures Followed	Date of Satisfactory Completion
Take soil samples		
Take water samples		
Clear alien vegetation		
Maintain farm structures		
Maintain farm infrastructure		
Assist with constructing preventive conservation structures such as gabions or anti-erosion devices		
Select the correct tool for the job		
Work safely and correctly with tools		
Clean tools after use		
Maintain tools after use		

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	116214 and 116274		
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 116214 – Level 3					
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: Interpret and categorise natural resources required for the selection of the relevant enterprise <i>Range:</i> Natural resources include but are not limited to soil, water, climate, vegetation, topography and other	Completed Workbook Knowledge Questionnaire	Practical Tasks CCFO Rating Scale	85% competence in all areas		
Specific Outcome 2: Categorise and maintain infrastructure for the selection of the enterprise <i>Range:</i> Infrastructural requirements include but are not limited to fencing, housing, water supply, electricity, handling facilities, access and other	Completed Workbook Knowledge Questionnaire	Practical Tasks CCFO Rating Scale	85% competence in all areas		
Specific Outcome 3: Determine stock required for the relevant enterprise <i>Range:</i> All livestock and crops required for the relevant enterprise	Completed Workbook Knowledge Questionnaire	Practical Tasks CCFO Rating Scale	85% competence in all areas		
Specific Outcome 4: Define and interpret production procedures within the relevant enterprise <i>Range:</i> All crops required for the relevant enterprise	Completed Workbook Knowledge Questionnaire	Practical Tasks CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116214 – Level 3					
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: Determine and apply harvest procedures within the relevant enterprise <i>Range:</i> All crops required for the relevant enterprises	Completed Workbook Knowledge Questionnaire	Practical Tasks CCFO Rating Scale	85% competence in all areas		
Specific Outcome 6: Compare and interpret postharvest procedures within relevant enterprise <i>Range:</i> All crops required for the relevant enterprise	Completed Workbook Knowledge Questionnaire	Practical Tasks CCFO Rating Scale	85% competence in all areas		
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Role and function of soil and water samples, weather information, vegetation, infrastructure, crop characteristics, production cycles, records, markets, health and hygiene within production procedures 2. Description, characteristics and properties of vegetation, infrastructure, weather, production cycles, markets within production procedures 3. Livestock and crop characteristics	Completed Workbook Knowledge Questionnaire		Overall minimum test score of 85%		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116214 – Level 3					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
4. Regulations and legislation related to production procedures 5. Relationship of outcomes within unit standards in relation to each other and within production procedures 6. the ability to consider all factors when deciding on what enterprise to establish 7. Literacy and numeracy skills 8. Communication and reporting skills 9. Understand the procedures and principles that are followed to determine the viability of an enterprise					
Unit Standard CCFOs: • Problem solving • Teamwork • Self-organisation and management • Information evaluation • Communication • Use science and technology • Inter-relatedness of systems • Self-development	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 116274 – Level 3					
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: Assist in a land capability analysis to serve as the basis for development of an area or an enterprise selection for the farm <i>Range:</i> Land capability may refer to intensive or extensive crop and animal systems, as well as aquaculture and horticultural production systems and/or human well-being. All types of analysis are included according to purpose of appropriate basic infrastructure, but not restricted to the analysis soil and water. A comprehensive analysis of the farm or selected enterprise on the farm could be considered	Completed Workbook Knowledge Questionnaire	Practical Tasks CCFO Rating Scale	85% competence in all areas		
Specific Outcome 2: Design and construct prevention structures and infrastructure necessary for area or the farm enterprise, applying sustainable resource use principles <i>Range:</i> Structures include but are not restricted to bunds, gabions, mulching, wetland protection contours and soil preparation methods. It includes comprehensive tasks related to energy, roads and building infrastructure	Completed Workbook Knowledge Questionnaire	Practical Tasks CCFO Rating Scale			

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116274 – Level 3					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 3: Design and construct basic infrastructure using simple tools and equipment <i>Range:</i> Simple tools and equipment include but are not restricted to bunds, gabions, mulching, wetland protection contours and soil preparation methods. It includes a variety of tools and equipment appropriate for the construction or maintenance task.	Completed Workbook Knowledge Questionnaire	Practical Tasks CCFO Rating Scale	85% competence in all areas		
Specific Outcome 4: Monitor and implement principles of natural resource management and infrastructure maintenance <i>Range:</i> All principles for efficient design of layout of farm and infrastructure, as well as properties of material should be considered.	Completed Workbook Knowledge Questionnaire	Practical Tasks CCFO Rating Scale	85% competence in all areas		
Specific Outcome 5: Maintain prevention structures, report faults and, where appropriate, repair them under supervision. <i>Range:</i> A comprehensive approach should be taken to maintenance of layout of farm and infrastructure. Infrastructure maintenance is not limited to catchment management, protection and regular maintenance tasks.	Completed Workbook Knowledge Questionnaire	Practical Tasks CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116274 – Level 3					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. The role and function of soil and water samples, weather information, vegetation, infrastructure, livestock and crop characteristics, production cycles, records, markets, health and hygiene within production procedures 2. Description, characteristics and properties of vegetation, infrastructure, weather, production cycles, markets within production procedures 3. Crop characteristics 4. Regulations and legislation related to production procedures 5. Relationship of outcomes within unit standards in relation to each other and within production procedures 6. All factors when deciding on what enterprise to establish 7. Literacy and numeracy skills 8. Communication and reporting skills 9. Procedures and principles followed to determine the viability of an enterprise	Completed Workbook Knowledge Questionnaire	Practical Tasks	Overall minimum test score of 85%		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116274 – Level 3					
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: • Problem solving • Teamwork • Self-organisation and management • Information evaluation • Communication • Use science and technology • Inter-relatedness of systems • Self-development	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.

