

ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

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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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	Knowledge Questionnaire and Practical	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:	116214 and 116274
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 116214 and 116274. 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:	



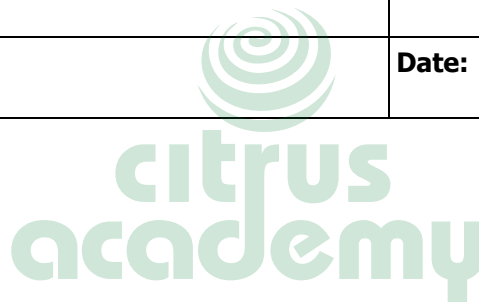
Step 2

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 3 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>
Unit Standard 116214					
NQF2		Literacy and Numeracy			
2	116081	Identify and recognise factors influencing agricultural enterprise selection			
Unit Standard 116274					
NQF2		Literacy and Numeracy			
2	116127	Apply layout principles for conservation and infrastructure			
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:	Interpret factors influencing agricultural enterprises and plan accordingly Assist in farm planning and layout for conservation and rainwater harvesting	
Module / Unit Standard Registration Number:	116214 and 116274	
<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	Knowledge Questionnaire and Practical - 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 four. - 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 four. - 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 – Workplace Interview

Interview your farm manager and obtain answers to the following:

- What was the purpose of sampling the soil before the farm was started or a new orchard was planted?
- What did that soil sampling reveal?
- What decisions were based on the soil sampling results?
- What is the purpose of sampling the water when a farm starts or when a new water source is being considered for use?
- What decisions would be based on the quality and quantity of available irrigation water?
- Describe the climate of the farm.

7. How is the climate suitable for citrus production?
8. What does the term 'topography' mean?
9. Describe the topography of the farm.
10. How is the topography suitable for citrus production?
11. What types of natural vegetation are found in the area where the farm is?
12. What does the natural vegetation of the area tell you?
13. Is there any natural vegetation that is protected on the farm? If so, explain why.

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?
2. Why is conservation an important concept for the citrus farmer?
3. Give an example of a conservation activity that takes place on the farm where you work.

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.

Structure	Function

2. Which of these structures are there to prevent deterioration such as erosion?

3. How do these structures prevent deterioration?

4. Why is maintenance to the structures and infrastructure on the farm important?

5. Who is responsible for the maintenance to the infrastructure of the farm?

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?



Activity 6 – Group Discussion

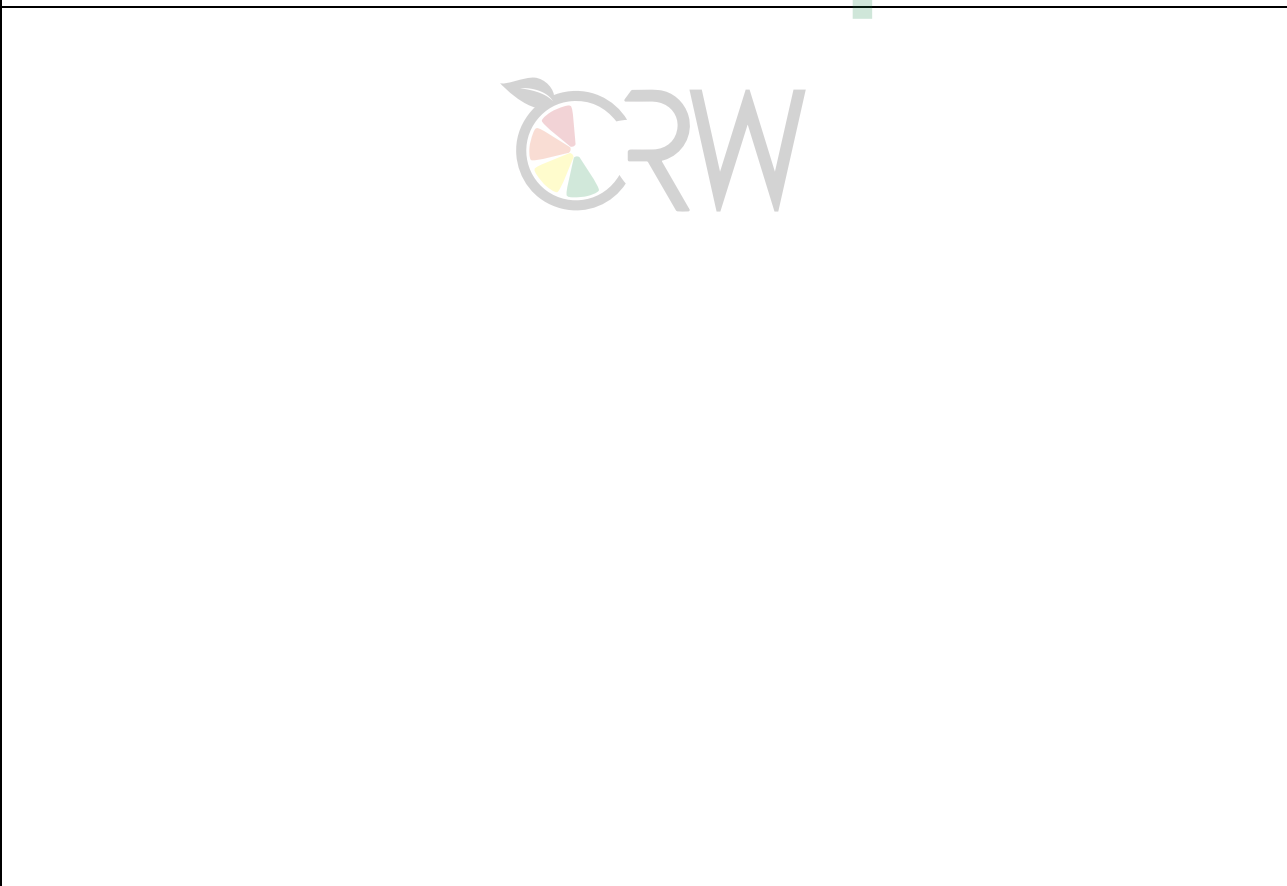
Hold a discussion in your group around the following. Make keynotes about your discussions and findings.

1. What is natural resource management?
2. Why is natural resource management of importance to the citrus farmer?
3. How is natural resource management applied on the farm where you work?

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?



Activity 8 – Workplace Interview

Interview your farm manager and obtain answers to the following:

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?
2. What does the market require of the citrus that it buys?
3. How do the market and its requirements influence crop production practices?

Activity 10 – Learning Presentation

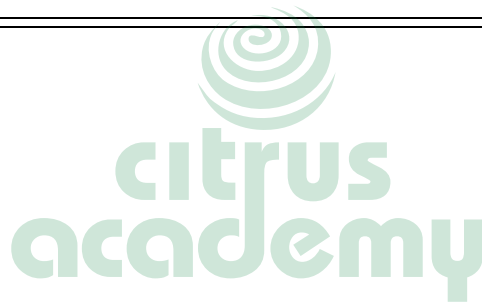
Develop and give a presentation aimed at a new group of workers, on the topics below. Attach a copy of the presentation to your workbook.

- 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.

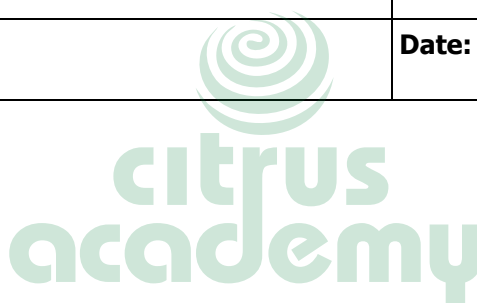
Activity 12 – Practical Activity

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.

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.		



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

You are now ready for step six of the assessment process. In this step, you will be asked to complete a knowledge questionnaire and to complete certain practical tasks. Make sure that you prepare in time and take you are familiar with all the information that you have learnt, and that are listed below.

You have to score an overall mark of at least 85% in these tasks 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 completing the knowledge questionnaire. These are examples of possible questions that might appear in the questionnaire. All the information you need was taught in the classroom and can be found in the learner guide that you received.

<i>Example Questions</i>	<i>I Have Revised This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain It Again</i>
What 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 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 complete practical activities. In this step, you will be asked to prove that you have participated in specific tasks on a farm. Be sure to alert your supervisor to your participation in this programme. 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.

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		

Observed by:	
Contact details of observer:	
Observer's signature:	

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	116214 and 116274		
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 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	Attend all lectures Complete workbook as per instruction Knowledge questionnaire	Knowledge questionnaire and practical tasks Observation checklist of attitudes and attributes	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	Attend all lectures Complete workbook as per instruction Knowledge questionnaire	Knowledge questionnaire and practical tasks Observation checklist of attitudes and attributes	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	Attend all lectures Complete workbook as per instruction Knowledge questionnaire	Knowledge questionnaire and practical tasks Observation checklist of attitudes and attributes	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	Attend all lectures Complete workbook as per instruction	Knowledge questionnaire and practical tasks Observation checklist of attitudes and attributes	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	Attend all lectures Complete workbook as per instruction Knowledge questionnaire	Knowledge questionnaire and practical tasks Observation checklist of attitudes and attributes	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	Attend all lectures Complete workbook as per instruction Knowledge questionnaire	Knowledge questionnaire and practical tasks Observation checklist of attitudes and attributes	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 4. Regulations and legislation related to	Attend all lectures Complete workbook as per instruction Knowledge questionnaire	Knowledge questionnaire and practical tasks	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			
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: 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. Use 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 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	Attend all lectures Complete workbook as per instruction Knowledge questionnaire	Knowledge questionnaire and practical tasks Observation checklist of attitudes and attributes	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	Attend all lectures Complete workbook as per instruction Knowledge questionnaire	Knowledge questionnaire and practical tasks Observation checklist of attitudes and attributes			

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.	Attend all lectures Complete workbook as per instruction Knowledge questionnaire	Knowledge questionnaire and practical tasks Observation checklist of attitudes and attributes	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.	Attend all lectures Complete workbook as per instruction Knowledge questionnaire	Knowledge questionnaire and practical tasks Observation checklist of attitudes and attributes	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.	Attend all lectures Complete workbook as per instruction Knowledge questionnaire	Knowledge questionnaire and practical tasks Observation checklist of attitudes and attributes	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116274 – Level 3

<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	<i>Foundational and Embedded Knowledge</i>	<i>Practical Skills, Underpinning Knowledge and Reflexive Competence</i>			
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	Attend all lectures Complete workbook as per instruction Knowledge questionnaire	Knowledge questionnaire and practical tasks	Overall minimum test score of 85%		

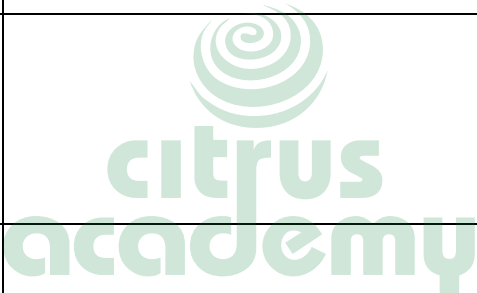
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	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Unit Standard CCFOs: 1. Problem solving relates to all specific outcomes. 2. Teamwork relates to all specific outcomes. 3. Self-organisation and 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.

