

ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

Enterprise Selection, Planning and Establishment

Level 4

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Title:		Evaluate, Adjust and Implement Factors Influencing Agricultural Enterprises Implement Integrated Farm Layout and Site Selection					
Applied Title:		Evaluate, Adjust and Implement Factors Influencing Agricultural (Citrus) Enterprises Implement Integrated Farm Layout and Site Selection					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Enterprise Selection and Planning					
Context:		Citrus Production					
US No:	116293 116309	Level:	4	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:

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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:	116293 and 116309
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 116293 and 116309. 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:	



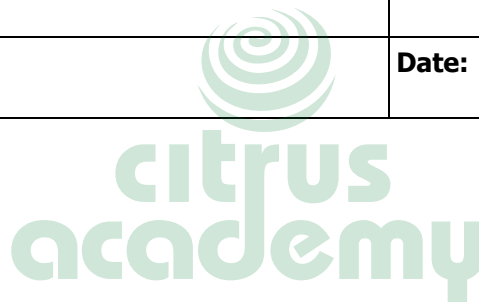
Step 2

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 4 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 116293					
NQF3		Literacy and Numeracy			
3	116214	Interpret factors influencing agricultural enterprises and plan accordingly			
Unit Standard 116309					
NQF3		Literacy and Numeracy			
3	116274	Assist in farm planning and layout for conservation and rainwater harvesting			
3	116271	Monitor and supervise a food safety and quality management system in the agricultural supply chain			
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:	Evaluate, Adjust and Implement Factors Influencing Agricultural Enterprises Implement Integrated Farm Layout and Site Selection	
Module / Unit Standard Registration Number:	116293 and 116309	
<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	- 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 five. - 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 five. - 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:

Activity 3 – Interview an Expert

Interview an expert and find answers to the following questions:

What has the farm recently learnt through soil and / or water analysis?

How did the farm respond to the results of the soil and / or water analysis?

What does the farm learn from weather forecasts?

Give an example of a response to a weather forecast that recently occurred on the farm.

Details of Interviewee

Name and surname:	
Date of interview:	
Signature of interviewee:	

Activity 4 – Research and Report

Conduct research to find answers to the questions below.

What are production records?

Why are production records kept?

What can be learnt from comparing the last 5 years' production records against the current year's production record?

Activity 5 – Worksheet

Draw graphs to represent the following information as reported by a farm after analysing their production records.

Orchard	Size	2006 Yield (tons/ha)	2007 Yield (tons/ha)	2008 Yield (tons/ha)	2009 Yield (tons/ha)
A	10ha	15	25	23	40
B	8ha	45	46.5	42	38
C	12ha	48.5	55	51	49.5
D	4ha	38	29	40.5	27

Draw graphs showing:

- Yield comparison (in tons per hectare) per orchard, over four years
- Comparison of average yield (in tons per hectare) over four years
- Proportion per orchard of total tonnage harvested for 2009 (remember to calculate total tonnage harvested in each orchard by multiplying yield per hectare with orchard size)





Activity 7 – Workplace Research

Obtain a map of the farm where your work. Answer the questions below by indicating it on the map or by making notes.

Which areas of the farm are in use for what type of agriculture?

Why are orchards laid out the way that they are (i.e. the row direction; row length etc.)?

Which orchards have the highest yield? Why?

Which orchards have the lowest yield? Why?

Which are the most vulnerable areas in terms of soil erosion?

What is being done to protect these areas from erosion?

Are there other things that can be done to protect these areas against erosion?
Where does the farm source its water from?
Is there a potential suitable place where a water catchment area such as a dam can be developed?
Are there areas that are not used for agriculture? If so, why? If there are any, what type of agriculture would be most suited to these areas?
Are there areas with sensitive natural fauna and flora that needs to be protected on the farm? If so, what is being done to protect theses species?

Activity 8 – Workplace Report

Report on your workplace experience by answering the following questions:

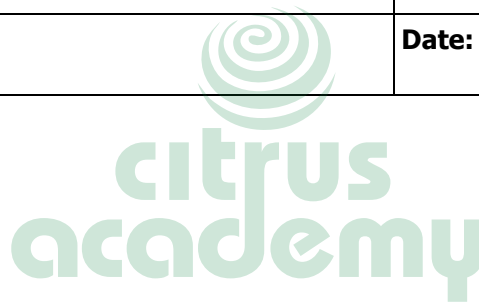
Give an example of an infrastructure fault that was recently reported.

Who was it reported to?

What happened once the fault was reported?

What records were kept in terms of this fault reporting and the actions that followed?

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

Report Writing

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. Describe and state the relationship between data and information and define the different types of graphs used while collecting data, stating when to use each type of graphs.		
2. Describe the processes that must be implemented to ensure the sustainability of natural resources needed to produce citrus commercially.		
3. What is your understanding of high and low yield areas and how do the following factors influence the projected yield of a citrus farm: ✓ soil characteristics, ✓ landscape, ✓ local climate, ✓ water availability?		
4. Using the following restraints as a guideline, describe the measures that must be taken during the planning and layout of a citrus farm in order to ensure sustainability. ✓ Existing drainage patterns ✓ Slope and terrain components ✓ Soil types and associated constraints ✓ Incidence of surface and subsurface rock ✓ Vegetation and areas suitable for retention of windbreaks ✓ Any other limitations such as high water tables		

<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>
5.	How do we identify new innovations that can be used to ensure sustainable land-use?		
6.	How do we compare and evaluate the infrastructural requirements of a citrus farm during the planning phase?		
7.	On each farm there are certain infrastructural structures that were established to protect the sustainability of natural resources. Identify these structures and design a recordkeeping system where the maintenance tasks are clearly defined. The recordkeeping system must be designed in such a manner that it can be used to supervise workers and monitor processes.		
8.	Stock systems are required to ensure that the correct stock is available, to the grower, when needed for production practices. Identify the stocks normally required to ensure the smooth operation of a commercial citrus farm and develop a stock system to ensure that the correct stock will be available for use at the correct time.		
9.	How do we develop and adjust harvest procedures?		
10.	What are good postharvest practices and how do we evaluate integrate those practices into other production practices?		
11.	What is HACCP?		
12.	Make recommendations on points 1 to 11.		
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	116293 and 116309		
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 116293 – Level 4					
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: Evaluate and adjust production processes for sustainable management of required natural resources <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: Compare and evaluate infrastructural factors affecting requirements <i>Range:</i> Infrastructural requirements include fencing, housing, water-supply, electricity, handling facilities, access and others	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.			
Specific Outcome 3: Evaluate and adjust stock required <i>Range:</i> All livestock and crops required for the 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		
Specific Outcome 4: Evaluate and adjust required harvesting procedures	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: Compare and integrate the postharvest factors	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 116293 – Level 4					
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. Role and function of soil and water samples, weather information, vegetation, infrastructure, breed characteristics, production cycles, records, markets, health and hygiene within production processes 2. Description, characteristics and properties of vegetation, infrastructure, weather, production cycles and markets within production processes 3. Observation of the effects of weather patterns, soil and water characteristics, market trends, breed and stock characteristics / performance, health and hygiene conditions, infrastructure conditions, vegetation quality and quantity influencing production processes 4. Purpose of vegetation, infrastructure, weather, production cycles, markets within production processes 5. Implications of ineffective practices on production processes 6. Knowledge of specific livestock and crop characteristics so as to compare and evaluate within production processes and	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 116293 – Level 4					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
environmental conditions 7. Regulations and legislation related to production processes 8. Describe various production procedures as an integral part of the production process 9. Communication and reporting skills 10. 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 116309 – Level 4

<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			
Specific Outcome 1: Prepare and categorise collected and recorded information in an agricultural environment that informs the infrastructure development of an agricultural enterprise <i>Range:</i> Infrastructure development may refer to intensive or extensive crop and animal systems, as well as aquaculture and/or horticultural production systems. Data could be collected in a range of forms that include computer, pen and paper, peg board, diagrams, comprehensive farm plans, etc. and can be entered in formats such as tables, graphs, simple markings, maps, etc. Service providers in the agricultural environment include government, non-government, parastatal or other organisations, which render services related to the sustainable use of natural resources.	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 116309 – Level 4					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 2: Demonstrate the ability to identify high and low yield potential areas according to a range of land use options and criteria <i>Range:</i> The land use options may refer to intensive or extensive crop and animal systems, as well as aquaculture and/or horticultural production systems.	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.			
Specific Outcome 3: Organise and plan maintenance tasks related to the natural resource base of a farm, including the supervision of other workers <i>Range:</i> Routine tasks may include the repair of items such as roads, fencing, rainwater harvesting structures and the equipment required to execute such tasks. It may also include the supervision of staff and the setting up of monitoring systems.	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 116309 – Level 4

<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			
Specific Outcome 4: Monitor and maintain sustainability-based farm layout innovations that have been implemented in an agricultural environment as part of a land use plan <i>Range:</i> The maintenance and monitoring includes but is not restricted to soil erosion prevention measures, soil management strategies and rainwater harvesting and management innovations	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. The different options applied in land use 2. The differentiations between high and low yield aspects of a landscape 3. Methods of data gathering and information presentation (e.g. graphs, etc.) 4. The sustainable use of natural resources in an agricultural environment 5. The causes and consequences of soil erosion	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 116309 – Level 4

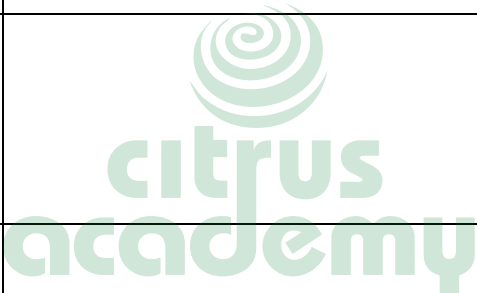
<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Unit Standard CCFOs: 1. Problem solving relates to all specific outcomes. 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		

Learner Assessment Re-Actionnaire			
Questions		Response	
How did the assessor encourage you to be involved in the assessment process?			
Did the assessor take your special needs into account? If so, how?			
Did the assessor agree on the assessment procedures with you?			
Was feedback relevant to your needs?			
Were you always aware of the outcome of the assessment?			
Did the assessor help you to explore ways of becoming competent whenever you were judged NYC?			
Did the assessor allow you to ask questions?			
Did you always agree with assessment decisions?			
Was all appropriate documentation completed and signed and did you receive copies?			
Did the assessor assist or prevent you in any way when gathering evidence so as to obscure its authenticity?			
All the evidence submitted in my name is my authentic work, which was not acquired by any unethical means.			
Learner's Signature		Date:	
Assessor's Signature		Date:	
Moderator's Signature		Date:	

Assessor's Assessment Review and Improvement Document	
Issues	Comments
Did the assessment go according to plan?	
Did anything unexpected happen?	
Were you pleased with the assessment decision; i.e. was it what you expected?	
How could the process have been carried out more efficiently?	
How could the process of assessing the knowledge be improved?	
How could the Performance Observation checklist be improved?	
Was the evidence you gathered sufficient to make a judgment of competence?	
Was the way you obtained feedback from the learner effective?	
Were you pleased with the way you communicated your decision to the learner? If not, how could this have been improved?	
How would you improve the assessment process?	

Assessment Appeal Form

Any candidate has the right of appeal against any not-yet-competent decision by the assessor. If you wish to appeal, please complete the form below.

Appeal Form			
I hereby appeal against the outcome of my assessment.			
Date:			
Learner's Name:			
Assessors Name:			
Organisation:			
Assessment Details: Criteria, role, standards Used, etc.			
Issue to be Reviewed:			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 10

Administration and Completion of Portfolio of Evidence

All the documents or copies thereof, as prescribed previously, must be kept on file as part of the learner portfolio of evidence.

