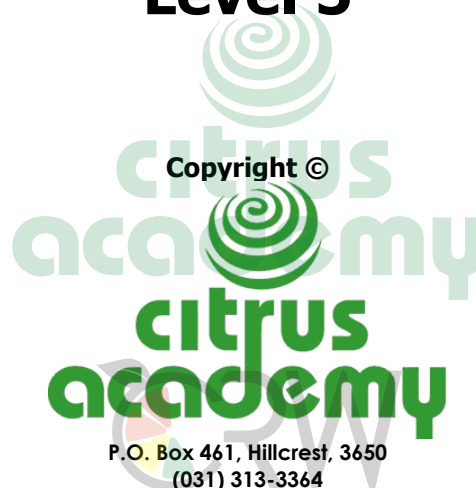


ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

Enterprise Selection, Planning and Establishment

Level 5



Title:		Plan a Farm and Select a Site Optimise and Integrate Various Farming Systems and Trends within Related Enterprises					
Applied Title:		Plan a Citrus Farm and Select a Site Optimise and Integrate Various Farming Systems and Trends within Citrus Production Enterprise					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Enterprise Selection and Planning					
Context:		Citrus Production					
US No:	116324 116337	Level:	5	Credits:	9 11	Notional Hours:	90 110
Author:		J. Pienaar					

Based on the Production Guidelines of:



Supported by:



Unit standard alignment and assessment tool development:

Cabeton Training and Development

Project coordinator:

Jacomien de Klerk

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Table of Contents

Directions 4

Step 1 5

Step 2 7

Step 3 8

Step 4 9

Step 5 11

Step 6 49

Step 7 51

Step 8 52

Step 9 53

Step 10 64



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	Report Writing	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:	116324 and 116337
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 116324 and 116337. 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:	



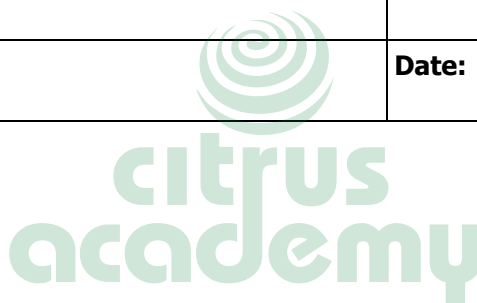
Step 2

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 5 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 116324					
NQF4		Literacy and Numeracy			
4	116309	Implement integrated farm layout and site selection			
Unit Standard 116337					
NQF4		Literacy and Numeracy			
4	116293	Evaluate, adjust and implement factors influencing agricultural enterprises			
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:	Plan a Farm and Select a Site Optimise and Integrate Various Farming Systems and Trends within Related Enterprises	
Module / Unit Standard Registration Number:	116324 and 116337	
Step Number	Step Description and Learner's Tasks	Completion / Submission Date
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	Summative Assessment through Research and Report Writing - 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. - 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, and be good in this job. - 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 – Case Study

Answer the questions below based on your workplace.

What are the questions that should be answered when one considers a new citrus planting or the establishment of a new citrus farm?

Do research in your workplace and find answers to the questions above, based on a hypothetical new planting.

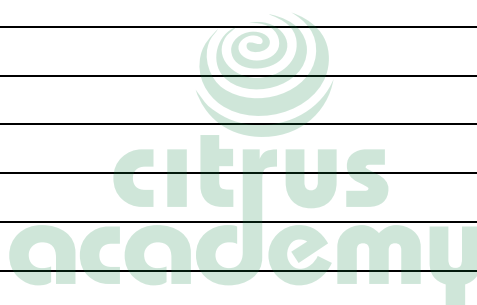
Develop a case study, based on the information above, according to the five land-use planning actions.



[illegible]

[illegible]

Investigate the placement of accommodation structures on your farm and mark the locations on the map that you used in the previous activity. Discuss the placement of these structures, commenting specifically on whether their placement is optimal, judging by the factors you listed above.



It is the year 2045. Answer the questions below.

Does your farm still exist and is it still producing citrus?

Looking back where we are now, what were the PEST factors that determined the sustainability and survival of the farming operation? List the factors, rate their importance out of 10 and motivate your rating.

Factor	Rating (10)	Motivation

[illegible]

Activity 9 – Workplace Interview

Interview the production or stores manager in your workplace and find out answers to the following questions.

How do we determine critical stock levels and who decides when to reorder items?

Do we have problems with stock losses, whether through theft or stock perishing before being used? If so, why is this and what can be done?

How do we assess new suppliers? Is there a written procedure that I can look at? If not, what criteria are used?

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

Activity 11 – Workplace Research

Complete the tasks below, based on your workplace.

Pick a citrus cultivar that is produced on the farm where you work and complete the tables below.

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

Production System	Inputs	Outcomes / Output	Start and End Week Number
Fertilisation			
Plant Protection			
Irrigation			

Pruning			
Harvesting			
Postharvest Handling			

Pick **another different crop** that is produced on the farm where you work and complete the tables below. If only citrus is produced on your farm, pick a crop and research the information below.

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

<i>Production System</i>	<i>Inputs</i>	<i>Outcomes / Output</i>	<i>Start and End Week Number</i>
Fertilisation			
Plant Protection			
Irrigation			
Pruning			
Harvesting			
Postharvest Handling			

Develop a production calendar for the farm, combining the production requirements of the two crops. Use the weekly calendar below to make notes of the production tasks for that week. Using a different colour ink, add brief notes on the resources, stock, people and other inputs that are required. Use yet another colour ink to make notes on the calendar of when and what data must be recorded in production records.

January	Week 1	Week 2	Week 3	Week 4	Week 5
February	Week 6	Week 7	Week 8	Week 9	
March	Week 10	Week 11	Week 12	Week 13	
April	Week 14	Week 15	Week 16	Week 17	Week 18
May	Week 19	Week 20	Week 21	Week 22	
June	Week 23	Week 24	Week 25	Week 26	

July	Week 27	Week 28	Week 29	Week 30	Week 31
August	Week 32	Week 33	Week 34	Week 35	
September	Week 36	Week 37	Week 38	Week 39	
October	Week 40	Week 41	Week 42	Week 43	Week 44
November	Week 45	Week 46	Week 47	Week 48	
December	Week 49	Week 50	Week 51	Week 52	

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Activity 15 – Workplace Research and Flowchart

Get hold of a copy of the Citrus Postharvest Series and watch module 2, on the citrus value chain. Alternatively, download the learner guide for this module from the website of the Citrus Academy. Now research the value chain for the most important target market for your farm. Draw a flowchart below, showing all the links in the chain. Next to each link, make notes on the following:

- Who are the service provider(s) / supplier(s) responsible for this link?
- What percentage of the eventual cost goes to this link? (Substantiate this calculation on the following page)
- How can the fruit quality be compromised in this link?
- What else can go wrong in this link?
- How much control do I, the grower, have over what happens to my fruit when it reaches this link?
- How can I get more control and manage the process better in this link?

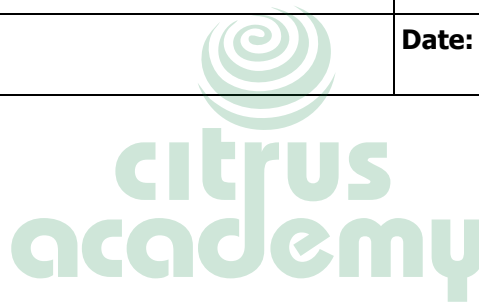






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Assessment Feedback Form – Activity Workbook			
		Comments / Remarks	
Feedback to learner on assessment			
Feedback from learner to assessor			
Learner's Signature		Date:	
Assessor's Signature		Date:	



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. How do we identify, apply and use technology to facilitate a land use plan?		
2. How do we optimise soil and water characteristics to maintain the production system?		
3. How do we evaluate and integrate weather trends and data into the farming system?		
4. How do we optimise and maintain processes according to vegetation potential?		
5. How do we assess the flow patterns of water?		
6. How do we accurately define and demarcate natural waterways and wetlands?		
7. How do we accurately identify indigenous vegetation and the appropriate cultivation species?		
8. What are the applicable laws relating to the use of land?		
9. What processes are used to conserve soil?		
10. What are the principles of rainwater harvesting?		
11. How do we ensure that harvested water is used productively?		
12. How do we survey and erect swales?		

13. How do we plan and optimise infrastructure considering the function of the infrastructure?		
14. How do we determine the required infrastructure?		
15. What regulation and legislation must be evaluated when planning new infrastructure?		
16. How does biophysical, social, economic and political factors relate to the sustainability farming practices?		
17. How do we place infrastructure to avoid environmental degradation?		
18. How do we identify stock deficiencies and rectify the matter to ensure optimum production?		
19. How do we ensure stock quality?		
20. How is the relevant service providers identified?		
21. How are and effective data base relating to suppliers established?		
22. How do we integrate production cycle system into the enterprise?		
23. How is observation reports used to plan productions systems?		
24. How do we plan and maintain production records?		
25. What influence does market information have on production systems?		
26. How is harvest systems and practices planned and maintained?		
27. How are good health and hygiene practices planned for and maintained during harvesting?		
28. What quality standards regulate the quality of products that must be harvested?		
29. How do we plan and maintain postharvest practices?		
30. What health and hygiene regulations and legislation governs the harvesting process?		
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.

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.

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.

Observations	<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	116324 and 116337		
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 116324 – Level 5					
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: Identify and use appropriate technology to determine sustainable farm layout and infrastructure placement <i>Range:</i> Appropriate technology using a comprehensive approach may include but is not restricted to high and low technological applications	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: Identify relevant service providers who can render specific services <i>Range:</i> The service providers may include but are not limited to government and parastatal departments, laboratories, non-governmental organisations, etc.	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.			
Specific Outcome 3: Research information relevant to the natural resources of a site <i>Range:</i> The researched information includes but is not restricted to soil, plants, animals, water, energy, topography and applicable legislation	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 116324 – Level 5					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 4: Implement necessary conservation and natural resource management and harvesting practices <i>Range:</i> The land use options may refer to intensive and extensive crop and/or animal systems, as well as aqua-cultural and horticultural production systems	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: Apply the principles of sustainability in terms of the layout and infrastructure placement in an agricultural context <i>Range:</i> Sustainability includes but is not restricted to the biophysical, social, economic and political factors involved	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 laws and principles applicable in comprehensive land use 2. The inter-relationship between and the sustainable use of natural resources	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 116324 – Level 5

<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>			
Unit Standard CCFOs: 1. Problem solving relates to all specific outcomes 2. Teamwork relates to specific outcome 1 3. Self-organisation and management relates to specific outcome 2 4. Information evaluation relates to specific outcomes 1 and 2 5. Communication relates to specific outcomes 1 and 2 6. Use science and technology relates to specific outcomes 1 and 2 7. Inter-relatedness of systems relates to specific outcomes 1 and 2 8. Self-development relates to specific outcomes 1 and 2	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 116337 – Level 5					
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: Optimise and integrate the natural resources required for the relevant farming systems and enterprises <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	Research report with recommendations. Observation checklist of attitudes and attributes.	85% competence in all areas		
Specific Outcome 2: Plan and optimise infrastructural requirements for the relevant enterprise system <i>Range:</i> Infrastructural requirements include but are not limited to fencing, housing, and water supply, electricity, handling facilities, access and other	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.			
Specific Outcome 3: Optimise and maintain stock required for the relevant enterprises	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.	85% competence in all areas		
Specific Outcome 4: Innovate and plan production systems within relevant enterprises	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 116337 – Level 5					
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: Plan and maintain a harvest system within relevant farming systems and enterprises	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.	85% competence in all areas		
Specific Outcome 6: Plan and maintain postharvest systems within relevant farming enterprise	Attend all lectures Complete workbook as per instruction	Research report with recommendations. Observation checklist of attitudes and attributes.	85% competence in all areas		
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Role and function of soil and water samples, weather information, vegetation, infrastructure, breed characteristics, production cycles, records, markets, health and hygiene within production systems (agricultural enterprise as a whole) 2. Attributes, characteristics and properties of vegetation, infrastructure, weather, production cycles, markets within production processes 3. Observation of the effects of weather patterns, soil and water characteristics, market trends, breed and crop characteristics and performance, health and hygiene condition, infrastructural	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 116337 – Level 5

<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>			
conditions, vegetation quality and quantity influencing production systems e.g. impact of drought on enterprises 4. Purpose of vegetation, infrastructure, weather, production cycles, markets within production systems 5. Implications of ineffective practices on production systems 6. Production systems within marketing and global environment 7. Regulations and legislation related to production systems within a global environment e.g. imports/exports 8. Describing various production processes as an integral part of the production system 9. Purpose of this training to develop the planning and integration skills of the learner in various enterprises 10. Procedures, rules and principles are covered related to enterprises, systems and practices					

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116337 – Level 5					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Unit Standard CCFOs: 1. Problem solving relates to all specific outcomes. 2. Teamwork relates to all specific outcomes. 3. Self-organisation and management relates to all specific outcomes. 4. Information evaluation relates to all specific outcomes. 5. Communication relates to all specific outcomes. 6. Using science and technology relates to all specific outcomes. 7. Inter-relatedness of systems relates to all specific outcomes. 8. Self-development relates to all specific outcomes.	N/a	Rating Scale	Minimum rating of 3:5 in each criteria or overall average of 3:5		

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

Assessor's Assessment Review and Improvement Document	
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.

