

ASSESSMENT GUIDE FOR ASSESSORS & FACILITATORS

Food Safety

Level 3

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Title:		Monitor and Supervise a Food Safety and Quality Management System in the Agricultural Supply Chain					
Applied Title:		Monitor and Supervise a Food Safety and Quality Management System in the Citrus Supply Chain					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Food Safety					
Context:		Citrus Production					
US No:	116271	Level:	3	Credits:	3	Notional Hours:	30
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Based on the Production Guidelines of:



Supported by:



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Cabeton Training and Development

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Directions

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

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

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

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

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

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

US No:	116271	Level:	3	Credits:	3
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The step-by-step instructions agree and are conducted in concert with the steps described in the learner assessment guide. The steps are as follows:

Step	Description	Timeframe
1	Learner Assessment Contract	Before delivery of program
2	Learner Declaration of Authenticity	Before delivery of program
3	Diagnostic Assessment of Learning Assumed to be in Place	Before delivery of program
4	Assessment Plan for Gathering of Evidence	Before delivery of program
5	Learner Formative Assessment Activities	During delivery of program, assessment after delivery of program
6	Design a Training Session	After delivery of program
7	Integrated Summative Assessment Tool	After delivery of program
8	Re-assessment Procedures	After completion of assessment
9	Documentation	After completion of assessment
10	Administration and Completion of Portfolio of Evidence	After completion of assessment

Step 1

Pre-Assessment Briefing and Checklist

A pre-assessment briefing for learners is held before the delivery of the program. Use the checklist below to ensure that all these points are addressed and discussed with the learners.

Pre-Assessment Briefing Checklist		
	√	X
Organise resources – people, equipment, venue, etc.		
Explain the purpose of the assessment		
Discuss the standards or criteria to be used		
Discuss assessment roles and accountabilities		
Decide on assessment venues		
Negotiate evidence required, and where or how this evidence may be gathered		
Explain the methods of assessment that will be used during the gathering and summing up of evidence		
Negotiate the date of submission for the activity workbook and the date for the summative assessment		
Discuss resources required for the assessment e.g. equipment, materials, etc.		
Explain the procedure if the learner is found to be not yet competent		
Explain the appeal and review procedures		
Identify any potential learning barriers and negotiate strategies to overcome these		
Complete and sign the assessment plan with the learner		

The learner and assessors must sign the **Learner Contract** in the learner assessment guide.

Step 2

Learner Declaration of Authenticity

The learner is requested to complete and sign the Declaration of Authenticity in the learner assessment guide. This should be checked and co-signed by the assessor.

The format is as reflected in the learner assessment guide.



Step 3

Diagnostic Assessment of Learning Assumed to be in Place

In the learner assessment guide, the learner is asked to indicate whether they have completed the learning assumed to be in place as prescribed by the unit standard.

The assessor must guide the learners through this step, explaining in detail the content of the mentioned learning areas, because names of learning programs do not always agree with the names of the unit standards, and learners might indicate the incorrect information.

If learners indicate that they have not yet completed the mentioned unit standards, the assessor should prescribe an action plan to allow the learner to obtain the skills required by recommending additional training, competence portfolios, or the relevant RPL assessment for the given unit standards.

The format is as reflected in the assessment guide for learners. Please read it and familiarise yourself with its content.



Step 4

Assessment Plan for Gathering of Evidence

A pro-forma assessment plan for this unit standard has been drafted in the learner assessment guide. Explain the plan to the learner and complete the dates and signatures as indicated.

The format for the assessment plan is as reflected in the assessment guide for learners. Please read it and familiarise yourself with its content. Make a note of the dates agreed upon in the table provided below.

Learner and Assessor Assessment Plan		
Unit Standard	Monitor and supervise a food safety and quality management system in the agricultural supply chain	
Registration Number	116271	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Design a Training Session	
Step 7	Integrated Summative Assessment	
Step 8	Re-Assessment Procedures	
Step 9	Documentation	
Step 10	Administration and Completion of Portfolio of Evidence	

Step 5

Learner Formative Assessment Activities

The learner assessment guide contains comprehensive activities and worksheets that the learner must complete during the delivery of the learning program. It is imperative that these activities be completed as part of the learning process in order to give the learner the opportunity to develop the skills, knowledge and attitudes that are required for competence.

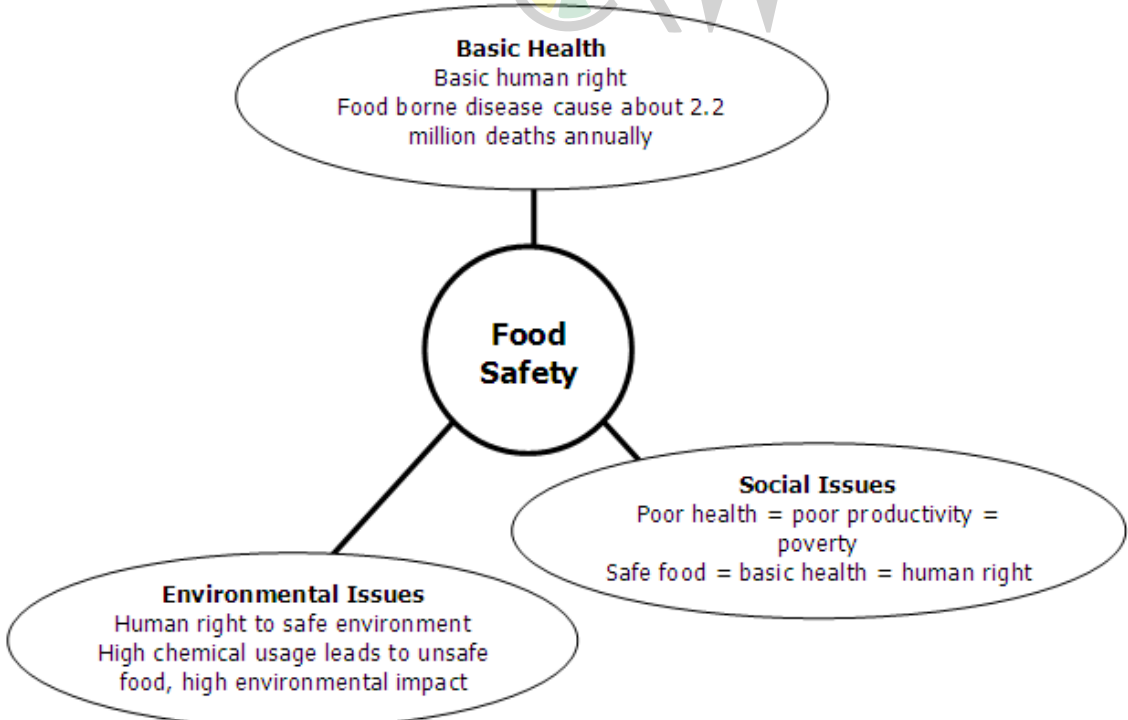
Learners must complete all the activities in the workbook.

Learners must be encouraged to take control of their learning by indicating areas in the workbook where they experience difficulty.

The learner hands in the learner assessment guide to the assessor or the facilitator, only if the facilitator is a subject matter expert, for the assessment of the formative assessment activities. The assessment of these activities must be done according to the prescribed benchmarks and according to the following marking matrix.

The learner should not move on to the next step before this step has been completed and learners show sufficient capacity and readiness for summative assessment. If problems areas are identified, the learner should be guided with a developmental action plan, which is documented separately and signed by the learner, the facilitator and the assessor.

Model answers are provided below.

Activity 1 – Mind-Map Draw a mind-map on the link between food safety, basic health, social and environmental issues, and South African government legislation pertaining to food safety. Present the mind-map to your group.
 <pre> graph TD FS((Food Safety)) --- BH(Basic Health) FS --- SI(Social Issues) FS --- EI(Environmental Issues) BH --- BH1[Basic human right] BH --- BH2[Food borne disease cause about 2.2 million deaths annually] SI --- SI1[Poor health = poor productivity = poverty] SI --- SI2[Safe food = basic health = human right] EI --- EI1[Human right to safe environment] EI --- EI2[High chemical usage leads to unsafe food, high environmental impact] </pre>

Activity 2 – Role-Play

Divide into pairs. Allow one person in the pair to choose a disease from the following lists:

- Mumps
- Measles
- Chicken pox
- German Measles
- TB
- Diarrhoea
- HIV/AIDS
- Migraine

This person plays the role of a worker that has contracted the disease. The other person plays the role of the supervisor or team leader. Act out the correct procedure for dealing with the disease and make key notes for yourself.

Mumps, Measles, German Measles and Chicken Pox

These are infectious illnesses and can be contagious to other workers members as well as contaminating the product. Workers should therefore not work, even if they feel well enough, nor interact with others but rather be booked off by a doctor.

TB, Colds and Flu

Diseases like tuberculosis, colds and influenza are very infectious diseases that are passed onto other people by the germs released into the air when workers cough or sneeze. Each time workers cough, sneeze or blow noses into a handkerchief or tissue workers must wash their hands thoroughly. If workers find out that they have any of these illnesses they must tell their supervisor straight away and see a doctor, who will then determine the severity and whether there is a risk to the safety of the food product. These types of illnesses fall into a high risk area in terms of food product safety.

Diarrhoea

This is normally a symptom of another type of illness which might be detrimental to food safety. Workers should see a doctor who will decide on the seriousness of the disease and who will assess the risk to the safety of the food product. If it is a virus, workers should not interact, nor work with others, as this could be passed on. Diarrhoea is sometimes not contagious; however it is preferable that workers with this condition rather refrain from working with the food product.

HIV and AIDS

HIV, although infectious, is only infectious under certain circumstances, e.g. contact with blood or through sexual transmission. It is important to the possible risk to food safety, but beware not to victimise HIV/AIDS sufferers. Rather take extra precaution in the form of providing disposable protective gloves as part of uniform and ensure that all staff are well informed and extra careful should the need for first aid arise when assisting any employee who has been injured.

Migraine

This is a condition, although not contagious, can be very dangerous for food safety. It can cause vomiting and nausea. Workers suffering from this condition should therefore not work. Noise and bright lights should also be avoided as this can aggravate the situation.

Activity 3 – Presentation

In pairs, develop a presentation or “road-show” for the workers on the farm explaining the importance of food safety and introducing food safety checklists and principles. Summarise briefly how you would follow up this presentation with awareness campaigns, incentives, disciplinary enforcement, warning signs and poster campaigns.

Importance of food safety in terms of:

- Market requirements
- Basic health
- Social issues
- Environmental issues

Introduction of standard checklists, for instance GlobalGAP checklists

Activity 4 – Debate

Divide into two groups and hold a debate as follows:

Group 1: The only effective way to detect non-compliance of food safety regulations is through formal reporting, internal and external audits and punitive systems.

Group 2: The best way to detect non-conformance is a combination of non-punitive formal reporting and an informal reporting system encouraged for all workers.

Make key notes for yourself on the points made by both groups.

Formal Reporting

To develop an effective reporting system, it helps to formalise Good Agricultural Practices (GAP), Good Manufacturing Practices (GMP) and Good Handling Practices (GHP) by applying the step-by-step procedures of HACCP to each hygiene practice.

The HACCP system has seven principles, which may be specific to HACCP, but still comprise a good general approach to food safety monitoring. The principles are hazard analysis, identification of critical control points, establishment of critical limits, monitoring critical control points, establishment of procedures for corrective action, recordkeeping, and verification.

Formal reports and documentation can be developed for each critical control point which would assist with highlighting non-conformance and non-compliance. This documentation would take the form of checklists and periodic pro-forma reports.

Formal reporting also results from internal and external audits related to HACCP, GlobalGAP and other GAP systems.

Informal Reporting

Informal reporting relies on the cooperation and integrity of every person who is involved with the production and growing of the food product. The system relies on two principles, being: A thorough knowledge and understanding of the procedures and protocols that applies to you workplace and a tiered verbal reporting system that usually follows the chain of command in the production environment.

Informal reporting entails that every person, from the farm worker to the supervisor to the manager and farm owner, are trained and educated in all the aspects of food safety, including the identification of potential hazards to food safety and the necessary procedures and protocols that surrounds food safety in their immediate place of work.

Everyone has the responsibility of constantly paying attention to deviations and non-conformance. It is important for farm owners and managers to encourage a non-punitive system of verbal reporting and respond to any reports with positive and ethical action that immediately mitigate and eliminate any risk to food safety.

Activity 5 – Interview an Expert

Interview various members of the production team on the farm where you are completing your practical learning and gather information about the steps taken to meet the requirement of traceability.

Draw a flow chart showing the steps employed for the sake of traceability of citrus from orchard to market.

Write a short paragraph on how effective the traceability system of this farm is, and make suggestions for improvement.

No model answer provided. Dependent on farm.

Activity 6 – Checklist

Go to the farm where you are completing your practical learning and complete the checklist below by checking which of the records on the checklist is available on the farm. Attach copies or examples of the records that are marked "R" on the checklist.

No model answer provided. Dependent on farm.

Activity 7 – Research and Report

Choose one of the following quality management systems:

- ISO
- GlobalGAP
- HACCP

Research this system and write a detailed report on the principles of the system and how it contributes to the management of the farm. Give examples related to this system that is used in your day-to-day working activities.

ISO

ISO (International Standardisation Organisation) is a global network that identifies the International Standards that are required by business, government and society, develops them in partnership with the sectors that will put them to use, adopts them by transparent procedures based on national input, and delivers them to be implemented worldwide. ISO standards reflect an international consensus from the broadest possible base of stakeholder groups. Expert input comes from those closest to the needs for the standards and also to the results of implementing them. In this way, although voluntary, ISO standards are widely respected and accepted by public and private sectors internationally. ISO is the world's leading developer of international standards. ISO standards specify the requirements for state-of-the-art products, services, processes, materials and systems, and for good conformity assessment, managerial and organisational practice. ISO standards are designed to be implemented worldwide.

GlobalGAP

GlobalGAP started in 1997 as an initiative of retailers belonging to the Euro-Retailer Produce Working Group (EUREP). It has subsequently evolved into an equal partnership of agricultural producers and their retail customers. Their mission is to develop widely accepted standards and procedures for the global certification of Good Agricultural Practices (GAP). It is possible for producer organisations to seek an independent and transparent recognition of equivalence with the GlobalGAP standards and procedures through a benchmarking system thereby facilitating global trade and aiding the harmonisation of technical criteria. GlobalGAP provides the tools to objectively verify best practice in a systematic and consistent way throughout the world. This can be achieved through the protocol and compliance criteria. GlobalGAP's scope is concerned with practices on the farm, once the product leaves the farm they come under the control of other Codes of Conduct and certification schemes relevant to food packing and processing. In this way, the entire chain is assured right through to the final consumer.

HACCP

HACCP is a commonsense approach designed to identify and control food safety hazards, and monitor the controls established. It depends on self-regulation by individual growers through preventative management with the oversight of regulatory agencies.

Activity 8 – Flow Diagram

Research internal audits in your workplace and draw a flow diagram that explains where, how and when internal audits take place.

No model answer provided. Dependent on farm.

Activity 9 – Practical

Locate the crop protection program of the farm on which you are completing your practical learning. Choose one of the chemicals on the program, and trace the records for this chemical through the process of:

- Ordering
- Receiving
- Storage
- Stock control
- Issuing
- Application

Make copies of the documents you find and attach them to your workbook.

Write a brief paragraph explaining why you think it is important to maintain these records for the agrochemicals used on the farm.

No model answer provided. Dependent on farm.



Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116271 – Level 3

	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
Specific Outcome 1: Demonstrate an understanding of the concept of traceability in the agricultural supply chain. <i>Range:</i> Traceability includes but is not limited to being able to trace a pre-harvest problem back to the source or a post-harvest problem back to the farm	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
Specific Outcome 2: Perform basic recordkeeping activities on the farm. <i>Range:</i> Recordkeeping includes but is not limited to manual or electronic document filing and retrieval of activities such as, pest management, fertilisation management, irrigation scheduling, training etc., which has an impact on the farming activities	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
Specific Outcome 3: Report non-conformances with respect to food safety, production, environmental, and social practices in the agricultural environment. <i>Range:</i> Reporting of non-conformances according to certain aspects includes but is not limited to verbally or in writing instructing about aspects, which do not fit within the confines of necessary regulation	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116271 – Level 3

	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
Specific Outcome 4: Understanding basic health, social and environmental issues which relate to the agricultural environment. <i>Range:</i> Health, social and environmental issues include but are not limited to laws, rules and regulations that govern these aspects within the agricultural enterprise	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
Specific Outcome 5: Demonstrate a basic understanding of internal audits in the agricultural environment. <i>Range:</i> Internal audits include but are not limited to implementing checks and balances that assist the GMP to ensure good agricultural practices with regard to the workers and the environment	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
Specific Outcome 6: Operate food safety and quality principles as related to the agricultural supply chain. <i>Range:</i> Food safety and quality includes but is not limited to good agricultural practices (GAP), good manufacturing practices (GMP), good health practices (GHP), good social practices (GSP) and good environmental practices (GEP), whichever is applicable in the work environment	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116271 – Level 3

	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
US CCFO: Identifying	Attends all lessons, activities, practical and completes activities and workbook as per instructions	Attendance register and facilitator report	Learner must at least be present and no negative commentary about the learner should be made in the facilitator report.	N/a	
US CCFO: Working					
US CCFO: Organising					
US CCFO: Communicating					
US CCFO: Science					
US CCFO: Demonstrating					
US CCFO: Contributing					
US CCFO: Identifying					



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

Learner Presentation

Before the summative task is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner this section in the learner assessment guide. The learner and assessor must sign off this section to acknowledge that this step was completed. Mark both the written evidence and also show proof of being verbally presented with the evidence required.

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

Unit Standard:	116271	NQF Level:	3
Learner Name			

- Use the questions below as a marking matrix to gather evidence and to check for completeness.

How food safety is addressed on the farm through basic health, safety and social procedures and rules.	12.5%
How food safety is addressed on the farm through care of the environment.	12.5%
The correct procedures to follow in terms of worker illness and/or the incidence of communicable disease.	12.5%
The correct procedures to follow related to reporting non-conformances with the food safety rules on the farm.	12.5%
An introduction to all the checklists, documents and protocols related to traceability and quality management of the product.	12.5%
An introduction to the importance of recordkeeping related to food safety with practical examples.	12.5%
An overview of internal audits related to traceability, quality management and the food safety rules of the farm.	12.5%

Specific emphasis on the control and recordkeeping for our team on our farm related to the use of agro-chemicals.	12.5%
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Step 7

Integrated Summative Assessment Tool

One assessment tool is provided in this step, being:

1. Attitudes and Attributes Assessment Tool

This assessment tool has been drafted in its entirety and follows below. It must be copied and completed for every learner in the same manner and according to the same procedure.

Learners must not be given these tools in preparation for summative assessment. This corresponding step in the Learner Assessment Guide is a direct reflection of these tools and is drafted in a format that is appropriate to the learner's level of language competence.

1. Attitudes and Attributes Assessment Tool

- Use this rating scale to judge the learner's CCFO competence according to the unit standard.
- The learner's entire performance and all the stages of learning, as well as all gathered evidence must be considered for this section.
- It is advised that the assessor consult with facilitators, mentors, coaches and supervisors in order to ensure that an objective rating is allocated.
- A rating between 1 and 5 should be given, as follows:

Rating	Description
1	No evidence can be found
2	The evidence found is weak and this is still a major development area for the learner
3	The evidence found meets the average expectation for a learner on this level
4	The evidence found is of a high quality and exceeds the average standard expected
5	The evidence found is outstanding and the learner attitudes and traits are very well developed

- Learner must be given constructive feedback on each rating.
- Ensure that you apply the exact same methodology for each learner in order to ensure that VACS principles are adhered to.
- The benchmark for learner competence in this tool is 3:5 in EVERY CCFO.

At the end of this step, an assessment feedback form is provided which must be completed and signed by the assessor, learner and moderator, where applicable.

Attitudes and Attributes Assessment Tool

Use the following rating table in this assessment:

Rating	Description
1	No evidence can be found
2	The evidence found is weak and this is still a major development area for the learner
3	The evidence found meets the average expectation for a learner on this level
4	The evidence found is of a high quality and exceeds the average standard expected
5	The evidence found is outstanding and the learner attitudes and traits are very well developed

CCFO Criteria	Rating
Identifying – The learner can identify problems and deficiencies correctly.	
Working in a Team – The learner is able to work well as member of a team.	
Organising – The learner works in an organised and systematic way whilst performing all tasks and tests.	
Communicating – The learner is able to communicate his or her knowledge orally and in writing, in a way that shows what knowledge he or she has gained.	
Demonstrating – The learner is able to show and perform the tasks required correctly.	
Contributing – The learner is able to link the knowledge, skills and attitudes that he or she has acquired in this module of learning to specific duties in their job or in the community where he or she lives.	
Science – Learner is able to utilise and use science and technology effectively	
Collecting – Learner can effectively gather information	



Assessment Feedback Form			
		Comments / Remarks	
Feedback to learner on assessment and / or overall recommendations and action plan for competence			
Feedback from learner to assessor			
Assessment Judgement	You have been found: ☐ Competent ☐ Not yet competent in this unit standard		Actions to follow: ☐ Assessor report to ETQA ☐ Learner results and attendance certification issued
Learner's Signature		Date:	
Assessor's Signature		Date:	
Moderator's Signature		Date:	

Step 8

Re-Assessment Procedures

- Note that only outcomes on which the learner was found not yet competent must be re-assessed.
- The same procedures in steps 6 and 7 are repeated.
- The tool must be adapted at discretion of the assessor. Best practice is not to present the exact same format and questions if possible.
- Use your expertise and judgement to ensure that the method of re-assessment remains integrated and relevant to the expected outcomes.



Step 9

Documentation

The following documentation is addressed in this step:

1. Learner and assessor information reports;
2. Assessor report and summative evidence collection summary;
3. Learner assessment re-actionnaire;
4. Assessor's assessment review and improvement document;
5. Assessment appeal form

1. Learner and Assessor Information Forms

The learner information form is in the assessment guide for learners. The assessor information form follows. These forms must be completed for each individual learner and placed in the learner's portfolio of evidence.

2. Assessor Report and Summative Evidence Collection Summary

This report follows after the information report. Use it to summarise the findings during assessment. Please complete the copy of this report that is in the learner assessment guide.

3. Learner Assessment Re-Actionnaire

A pro-forma for the learner assessment re-actionnaire is included in the learner assessment guide. Ask the learner to complete this form and sign it.

4. Assessor's Assessment Review and Improvement Document

The assessor is expected to complete the assessor review of the assessment process, using the pro-forma document of which an example follows. Please complete the copy of the document in the learner assessment guide. This document must be discussed with the learner and any learner commentary should be recorded.

5. Assessment Appeal Form

The assessment appeal form is also provided in the learner assessment guide. Assist the learner to complete the document if necessary.

The learner must be requested to sign-off all reports and documents before they are placed in the portfolio of evidence.

Assessor Information Form			
Unit Standard	116271		
Program Date(s)			
Surname			
First Name			
Company Name			
Job / Role Title			
Home Language			
Gender	Male	Female	
Race	African	Coloured	Indian/Asian White
Employment	Permanent	Non-permanent	
Disabled	Yes	No	
Date of Birth			
ID Number			
Contact Telephone Numbers			
Email Address			
Postal Address			

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116271 – 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: Demonstrate an understanding of the concept of traceability in the agricultural supply chain. <i>Range:</i> Traceability includes but is not limited to being able to trace a pre-harvest problem back to the source or a post-harvest problem back to the farm	Summative Training Session	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 2: Perform basic recordkeeping activities on the farm. <i>Range:</i> Recordkeeping includes but is not limited to manual or electronic document filing and retrieval of activities such as, pest management, fertilisation management, irrigation scheduling, training etc., which has an impact on the farming activities	Summative Training Session	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 3: Report non-conformances with respect to food safety, production, environmental, and social practices in the agricultural environment. <i>Range:</i> Reporting of non-conformances according to certain aspects includes but is not limited to verbally or in writing instructing about aspects, which do not fit within the confines of necessary regulation	Summative Training Session	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116271 – 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 4: Understanding basic health, social and environmental issues which relate to the agricultural environment. <i>Range:</i> Health, social and environmental issues include but are not limited to laws, rules and regulations that govern these aspects within the agricultural enterprise	Summative Training Session	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 5: Demonstrate a basic understanding of internal audits in the agricultural environment. <i>Range:</i> Internal audits include but are not limited to implementing checks and balances that assist the GMP to ensure good agricultural practices with regard to the workers and the environment	Summative Training Session	CCFO Rating Scale			
Specific Outcome 6: Operate food safety and quality principles as related to the agricultural supply chain. <i>Range:</i> Food safety and quality includes but is not limited to good agricultural practices (GAP), good manufacturing practices (GMP), good health practices (GHP), good social practices (GSP) and good environmental practices (GEP), whichever is applicable in the work environment	Summative Training Session	CCFO Rating Scale			

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116271 – Level 3

<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			
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Principles of regulatory and legal aspects with reference to the specific agricultural enterprise. 2. A basic understanding of food-borne illnesses. 3. A basic knowledge of the impact of food safety and quality in trade. 4. A thorough understanding of contamination risks and preventative measures. 5. A basic understanding of risk factors related to food safety. 6. Be familiar with the principles of food safety and quality. 7. Basic principles of environmental and conservation management. 8. Basic principles of waste and pollution management. 9. Basic principles of natural resource management. 10. Relevant legislation such as the Occupational Health and Safety Act. 11. A basic understanding of procedures of internal audits.	Summative Training Session	CCFO Rating Scale	Overall minimum test score of 85%		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116271 – Level 3

<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			
<i>Unit Standard CCFOs:</i> • Identifying • Working in a Team • Organising • Communication • Demonstrating • Contributing • Science • Collecting	N/a	Rating Scale	Minimum rating of 3:5 in each criteria or overall average of 3:5		

Any learner has the right of appeal against any not-yet-competent decision by the assessor. If the learner wishes to appeal, please assist him / her to complete the form below.

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

Step 10

Administration and Completion of Portfolio of Evidence

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

Learner's portfolio of evidence must be readily available for internal and external moderation and verification by the appropriate practitioners, until after the verification process has taken place. The portfolio of evidence may then be kept or returned to the learner according to the service provider's policy.

The prescribed learner results form should be submitted to the ETQA or the National Learner Database as per the SETA procedure.

