

ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

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:



Unit standard alignment and assessment tool development:

Cabeton Training and 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:

Step	Description	Timeframe
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	Design a Training Session	After delivery of program
7	Attitudes and Attributes 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:	116271
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 standard 116271. Once the assessment is complete application will be made to register and certify you for that standard with the AgriSETA. You may contact the assessor or facilitator at any time for information to assist you with further studies.	
<u>Confidentiality</u> Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by you, the learner, the facilitator(s), assessor(s), and moderator(s). No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process.	

Consent

I, the learner, hereby state that I have read the above and understood the contents thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan. I have requested this assessment of my own free will and without duress.

Learner's Signature		Date:	
Assessor's Signature		Date:	



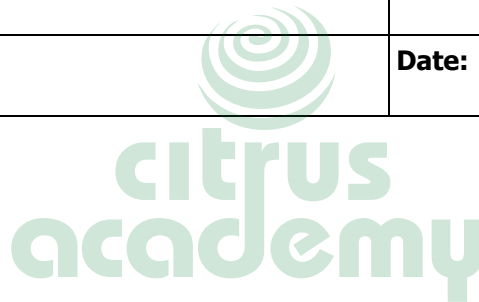
Step 2

Learner Declaration of Authenticity

It is important that we make sure that each learner supplies original evidence completed by himself / herself and according to the level of knowledge and skill that he / she has acquired from the learning process.

Please sign the following declaration:

I hereby declare that the following documentary evidence is my own. I certify that the process followed was ethical and did not infringe on the copyright of any individual or organisation.			
Learner's Signature		Date:	
Assessor's Signature		Date:	



Step 3

Learning Assumed to Be in Place

Do you have all the knowledge and skills necessary to begin this learning process?

This is a level 3 module of learning, and we have to make sure that you have already learnt all the skills, knowledge and attitudes that you will need to use in this module. It will help you to understand and learn more easily in this module, and it is important that we know whether you are ready to move on.

Please look at the list of unit standards below of modules that you should have completed before undertaking this one. Tell us whether you have completed each of the unit standards or modules, and if you did, tell us when you learnt this.

If you need help in understanding this list, please ask the facilitator or assessor.

<i>NQF Level</i>	<i>Unit Standard Number</i>	<i>Learning Module Name</i>	<i>No, I Have Not Completed It</i>	<i>Yes. I Have Completed It</i>	<i>If Yes, When Did You Complete It?</i>
NQF2	Literacy and Numeracy				
2	116125	Apply crop protection effectively and responsibly			
2	116070	Operate and support 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:	Monitor and supervise a food safety and quality management system in the agricultural supply chain	
Module / Unit Standard Registration Number:	116271	
<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	Design a Training Session - There are many important things that you need to remember about food safety in order to be found competent in this learning module, and so that you can do your job well and move on to level four. - You have to design a training session for your team to check if you have gained all this knowledge. - There is a detailed list of things that you need to know in this guide and examples of the types of questions that you could be asked. - Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you don't understand.	

7	Practical Assessment - You have to develop very specific character traits and attitudes and have to be able to do very specific tasks to be competent in this learning module, be good in this job, and to be able to move on to level four. - Going out into the field, and showing and explaining certain skills and attitudes, is the most appropriate way for you to show that you are competent in the skills and attitudes that are needed. - You will have an opportunity to practice these tasks and develop these attitudes during your practical learning module. - There is a list of all the things that you would have to be able to show and explain in this guide. - Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you don't understand.		
8	Re-Assessment Procedure - What if the assessor tells you that you have not met the right standard or that you still need more evidence to prove your competence? - The assessor explains to you exactly what you need to do or learn to become competent. - You and the assessor and / or facilitator, develop an action plan together, and you may be granted a second or even a third opportunity to prove your competence. - Remember you have the right to appeal against the assessor's decision, if you feel it is unfair. There is a copy of the form in the back of this guide if you need it.		
9	Paperwork - If you have met the standard that is explained for each step of the process you will be found competent in this unit standard. - The assessor will discuss everything with you in detail and will ask you to fill in and sign forms throughout the process. - You will also be given an opportunity to write down any comments you might have on the assessment process. - Once the assessor has given you the final declaration of competence, you will be asked to give some feedback in order to help everyone to improve the learning and assessment process. - Please think carefully. It might really help other learners in the future.		
10	Administration and Completion of Portfolio of Evidence All the documents, or copies of them, must be kept on file as part of your portfolio of evidence.		
Into the Future - The assessor will discuss what happens next and when you will get a certificate of competence. - It is also important to remember that you learnt this module for a specific reason. Discuss with the assessor, facilitator, mentor, and / or coach how you can move forward in your career with this level of competence. - Also remember that the learning process never stops. Plan together with the assessor, facilitator, coach, and / or mentor what you need to learn next.			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 5

Assessment Activity Workbook

- The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- It is important that you complete all the activities and worksheets, as directed in the learner guide and at the time indicated by the facilitator.
- It is important that you ask questions and participate as much as possible in order to play an active roll 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 – Mind-Map

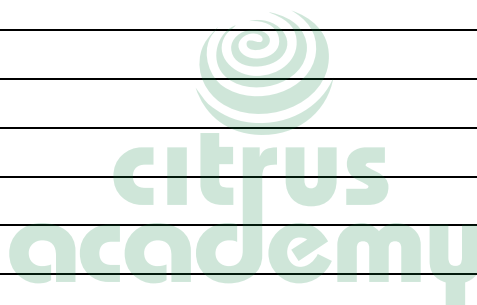
Draw a mind-map on the link between food safety, basic health, social and environmental issues, and South African government legislation pertaining to food safety. Present the mind-map to your group.

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.



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.

[illegible]

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.

[illegible]

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.



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.

Record	Required / Encouraged	Grower	Exporter
Records of each field or nursery and / or cuttings house to provide a permanent record of crops and agronomic activities undertaken at those locations.	R	✓	
Risk assessment results for all new sites, taking into account the prior use of the land and all potential impacts on adjacent crops and other areas, and a management plan setting out strategies to minimise all identified risks, such as spray-drift, water contamination, etc. This can be used as justification of the suitability of the site for agricultural production.	E	✓	
Soil maps	E	✓	
Justification for soil fumigation	R	✓	
Records of the use of chemicals for the sterilisation of substrates, including location, date, type of chemicals, method of sterilisation, and operator details.	R	✓	
Records indicating the source of substrates.	E	✓	
Records to demonstrate the competence and knowledge of growers or their advisors regarding fertiliser use.	E	✓	
Records of fertiliser application, including location, date of application, type of fertiliser used, quantity of fertiliser applied, method of application, and operator details.	R	✓	
Calibration records for fertiliser application machinery.	E	✓	
Stock records for fertilisers stored on the farm.	E	✓	
A current list of all products used and approved for the crops being grown on the farm.	E	✓	
Records to demonstrate the competence and knowledge of growers or their advisors regarding plant protection products.	E	✓	
Records of plant protection product applications, including crop name, location, date of application, trade name of plant protection product used, operator details, reason for application, authorisation, quantity of plant protection product used, application machinery and re-entry time.	R	✓	
Calibration records for machinery used to apply plant protection products.	R	✓	
Records of calculations to determine the correct quantity of plant protection product for the crop to be treated, and the proposed treatment type.	E	✓	
An inventory of plant protection products kept in the crop protection store, including expiry dates.	E	✓	
Justification for the type of postharvest treatment utilised.	R	✓	
A current list of all postharvest treatment products stored on the farm.	R	✓	

Records to demonstrate the competence and knowledge of growers or their advisors regarding postharvest treatment products.	E	✓	
A list of all possible waste products in all areas of the farm business.	E	✓	
A list of all potential sources of pollution.	R	✓	
A waste and pollution management plan to avoid or reduce wastage and pollution.	E	✓	✓
A risk assessment and action plan regarding worker health and safety.	R	✓	✓
Training records for all training undertaken on- or off-site for all staff.	R	✓	✓
Records of the use of First Aid devices, including device or product used, patient treated, date of treatment and reason for treatment.	E	✓	✓
Records of protective clothing and equipment issued to workers.	E	✓	✓
A conservation management plan aiming at enhancing biodiversity on the farm.	E	✓	
Results of a baseline audit to help understand existing animal and plant diversity on the farm.	E	✓	
An energy management plan to improve the efficiency of energy use.	E	✓	
Records of permissions to plough virgin soil.	R	✓	
Records of genetic contamination incidents.	R	✓	
Records of insect and disease incidents.	E	✓	
Results of water analysis, at least on an annual basis, including all water used for irrigation and fertigation purposes.	E	✓	
Results of internal audits regarding compliance to this code of practice.	R	✓	
Plantation inputs	R	✓	
Plantation yield	R	✓	
Water used for irrigation, fertigation and crop protection purposes.	R	✓	
Marketing statistics	R	✓	
Nature conservation permits	R	✓	✓
Supplier records (PUK codes, Nature Conservation Permits, Signatory to this code of practice, other certifications held).	R		✓
BEE: sourcing of material from BEE companies.	E	✓	✓
Assistance to BEE independent harvesters.	E	✓	
Annual SAPPEX Questionnaire	R	✓	✓
Planting Records	R	✓	
Monthly Export Statistics	R	✓	✓

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.



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.



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:

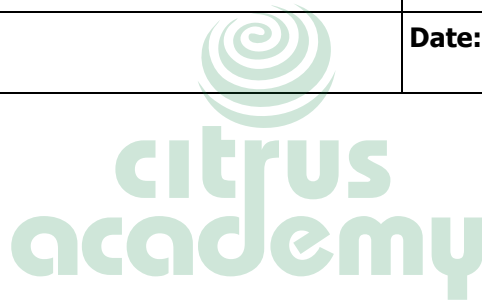
- Ordering
- Receiving
- Storage
- Stock control
- Issuing
- Application

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.



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

Design a Training Session

You are now ready for step six of the assessment process, the presentation of general food safety on a farm. Check your plan carefully to make sure that you prepare in good time. 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 design of the training session. 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. The training session should be no more than four hours long, should be practical in orientation and should address the following:

<i>Example Questions</i>	<i>I Have Revised This and Understand It Well</i>	<i>I Am Unsure and Will Ask the Facilitator / Assessor to Explain</i>
How food safety is addressed on the farm through basic health, safety and social procedures and rules.		
How food safety is addressed on the farm through care of the environment.		
The correct procedures to follow in terms of worker illness and / or the incidence of communicable disease.		
The correct procedures to follow related to reporting non-conformances with the food safety rules on the farm.		
An introduction to all the checklists, documents and protocols related to traceability and quality management of the product.		
An introduction to the importance of recordkeeping related to food safety with practical examples.		
An overview of internal audits related to traceability, quality management and the food safety rules of the farm.		
Specific emphasis on the control and recordkeeping for our team on our farm related to the use of agrochemicals.		

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 test 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 step 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	116271		
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 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	Attend all lectures Complete workbook as per instruction	Summative assessment. Observation checklist of attitudes and attributes.	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	Attend all lectures Complete workbook as per instruction	Summative assessment. Observation checklist of attitudes and attributes.			
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 all lectures Complete workbook as per instruction	Summative assessment. Observation checklist of attitudes and attributes.	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	Attend all lectures Complete workbook as per instruction	Summative assessment. Observation checklist of attitudes and attributes.	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	Attend all lectures Complete workbook as per instruction	Summative assessment. Observation checklist of attitudes and attributes.	85% competence in all areas		
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 all lectures Complete workbook as per instruction	Summative assessment. Observation checklist of attitudes and attributes.	85% competence in all areas		

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	Attend all lectures Complete workbook as per instruction	N/a	Overall minimum test score of 85%		

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

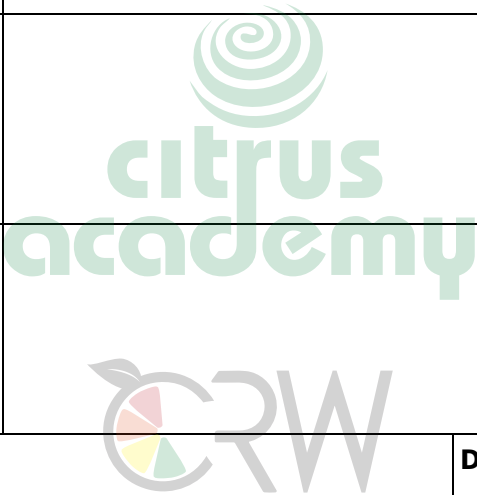
<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Unit Standard CCFOs: 1. Problem solving relates to specific outcomes 2 to 6 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		

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.

