

ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

Food Safety

Level 4

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Title:		Implement a Food Safety and Quality Management System in the Agricultural Supply Chain					
Applied Title:		Implement 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:	116278	Level:	4	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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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.

<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	Portfolio of Evidence	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:	116278
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 116278. Once the assessment is complete application will be made to register and certify you for that standard with the AgriSETA. You may contact the assessor or facilitator at any time for information to assist you with further studies.	
<u>Confidentiality</u> Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by you, the learner, the facilitator(s), assessor(s), and moderator(s). No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process.	

Consent

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

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



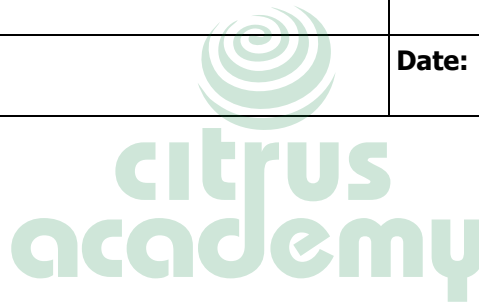
Step 2

Learner Declaration of Authenticity

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

Please sign the following declaration:

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



Step 3

Learning Assumed to Be in Place

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

This is a level 4 module of learning, and we have to make sure that you have already learnt all the skills, knowledge and attitudes that you will need to use in this module. It will help you to understand and learn more easily in this module, and it is important that we know whether you are ready to move on.

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

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

<i>NQF Level</i>	<i>Unit Standard Number</i>	<i>Learning Module Name</i>	<i>No, I Have Not Completed It</i>	<i>Yes. I Have Completed It</i>	<i>If Yes, When Did You Complete It?</i>
NQF3	Literacy and Numeracy				
2	116125	Apply crop protection effectively and responsibly			
3	116240	Explain store inputs categories, labelling and storage methods			
3	116271	Monitor and supervise a food safety and quality management system in the agricultural supply chain			
Learner's Signature			Date:		
Assessor's Signature			Date:		

Step 4

Learner Assessment Plan for Gathering of Evidence

As the assessor has explained to you, the aim of an assessment is not to catch you out, but rather to help you develop all the skills, knowledge and attitudes that you need to move forward. It is important that you know what is expected from you and that you play an active role every step of the way.

Let us plan for the assessment together. Below are the steps that you have to work through in order to show that you are competent in this module. Check them carefully and discuss each step with the assessor. Agree with the assessor on the dates on which each step has to be completed or documents handed in. Write the dates in the right-hand column as a reminder.

Learner Assessment Plan		
Module / Unit Standard Name:	Implement a food safety and quality management system in the agricultural supply chain	
Module / Unit Standard Registration Number:	116278	
<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	Portfolio of Evidence - 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 five. - You have to submit a Portfolio of Evidence 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	Attitudes and Attributes Assessment - You have to develop very specific character traits and attitudes and have to be able to do very specific tasks to be competent in this learning module, be good in this job, and to be able to move on to level five. - Going out into the field, and showing and explaining certain skills and attitudes, is the most appropriate way for you to show that you are competent in the skills and attitudes that are needed. - You will have an opportunity to practice these tasks and develop these attitudes during your practical learning module. - There is a list of all the things that you would have to be able to show and explain in this guide. - Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you don't understand.		
8	Re-Assessment Procedure - What if the assessor tells you that you have not met the right standard or that you still need more evidence to prove your competence? - The assessor explains to you exactly what you need to do or learn to become competent. - You and the assessor and / or facilitator, develop an action plan together, and you may be granted a second or even a third opportunity to prove your competence. - Remember you have the right to appeal against the assessor's decision, if you feel it is unfair. There is a copy of the form in the back of this guide if you need it.		
9	Paperwork - If you have met the standard that is explained for each step of the process you will be found competent in this unit standard. - The assessor will discuss everything with you in detail and will ask you to fill in and sign forms throughout the process. - You will also be given an opportunity to write down any comments you might have on the assessment process. - Once the assessor has given you the final declaration of competence, you will be asked to give some feedback in order to help everyone to improve the learning and assessment process. - Please think carefully. It might really help other learners in the future.		
10	Administration and Completion of Portfolio of Evidence All the documents, or copies of them, must be kept on file as part of your portfolio of evidence.		
Into the Future - The assessor will discuss what happens next and when you will get a certificate of competence. - It is also important to remember that you learnt this module for a specific reason. Discuss with the assessor, facilitator, mentor, and / or coach how you can move forward in your career with this level of competence. - Also remember that the learning process never stops. Plan together with the assessor, facilitator, coach, and / or mentor what you need to learn next.			
Learner's Signature		Date:	
Assessor's Signature		Date:	

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 – Design a Road Show

Design a multimedia road show that is aimed at low-level but literate workers to explain the following:

- What is traceability?
- What is the purpose of traceability in the citrus industry?
- How is traceability implemented by citrus producers?
- How can the operational efficiency of traceability be ensured and supported?
- How does recordkeeping support the efficiency of traceability?
- Which records are kept to enable traceability?
- How can a citrus producer show evidence of compliance with traceability systems?

Attach the documentation that you develop for the road-show to this workbook.

Activity 2 – Group Discussion

Discuss the following question in your group and make notes on the conclusions that you reach.

If you were the manager of a citrus farm, how will you prove that you comply with traceability requirements?

Activity 3 – Workplace Research

Conduct research in your workplace to obtain information about implementing a recordkeeping system that will meet all the requirements of traceability. Give a complete list of all the documents and records that you find and attach examples of the records for each step of the following steps:

1. Conduct a food safety hazard analysis.
2. Identify your critical control points (CCPs).
3. Establish critical limits for each critical control point.
4. Develop procedures to monitor critical control points.
5. Design corrective actions to handle critical limit violations.

6. Create a food safety record keeping system.

7. Validate and verify your system.

Draw up a suggested HACCP plan for your farm according to the criteria listed below, and include a summary of information for the following information flow in your workplace:

Risk Assessment	Identify food safety hazards.	
	Characterise food safety hazards.	
	Conduct an exposure assessment.	
Risk Management	Weigh up policy alternatives for the protection of consumer health.	
	Weigh up policy alternatives for the promotion of fair trade practices.	
	Select the appropriate prevention and control options.	
Risk Communication	Identify the role-players in risk communication and to whom risk management findings must be communicated.	

Criteria for HACCP plan

1. Critical control points (CCPs)

2. Hazards that will be controlled at each CCP

3. Control measures that will be used at each CCP

4. Critical limits that will be applied at each CCP

5. Procedures that will be used to monitor CCPs
6. Actions that will be taken when limits are violated

Give an overview of the prerequisite programmes that are in use?

Give an overview of the operational prerequisite programs that are in use?

Activity 4 – Worksheet

Complete the worksheet below.

Give at least two examples of each of the following concepts, from the perspective of the workplace or organisation where you are currently employed.	
Good Agricultural Practices (GAP)	
Good Manufacturing Practices (GMP)	
Good Health Practices (GHP)	
Good Social Practices (GSP)	
Good Environmental Practices (GEP)	

Explain in your own words what the purpose of Good Agricultural Practice is and how it is of value to a commercial citrus grower to adhere to GAP and report on its implementation.

Activity 5 – Research Project

Conduct research on the farm where you are completing your practical duties about the following factors that should be considered in the management of Good Agricultural Practices.

<i>Factor</i>	<i>Findings</i>	<i>Recommendations for Implementation, Management and Maintenance</i>
Land Use and Soil		
• Cultivated land information		
• Current or prior use of adjacent land		
Water Sources and Irrigation Practices		
• Potential contamination associated with water sources		
• Hazards introduced by irrigation practices		
• Chemigation		

Agricultural water microbiological testing procedures		
Implementation of Soil and Water Conservation Principles – Organic Fertilisers		
Management of organic fertilisers		
Hazards associated with animal manure and treatments to reduce the risks		
Hazards Associated with manure treatment and storage location		
Precautions for the application of organic fertilisers		
Keeping complete records of organic fertiliser preparation and use		
Implementation of Soil and Water Conservation Principles – Inorganic Fertilisers		
Keeping complete records of inorganic fertilisation programs		
Appropriate storage for inorganic fertilisers		
Animal Exclusion from Production Areas		
Methods for keeping animals out of production areas		

Cleaning surrounding areas		
Preventing cross-contamination between animals and water		
Pest Control		
Pest Control in fresh produce operations		
Common pest control procedures		
Pesticides		
Pesticide handling		
Pesticide application		
Pesticide storage		
Pesticide residues		

• Pesticide disposal		
• Training and documentation		
Worker Health and Safety		
• Relationship between worker health and hygiene		
• Health programs		
• Worker hygiene training program		
• Drinking water		
• Worker hygiene practices and sanitation facilities		
• Hand washing and hand-washing facilities		
• Basic requirements for and placement of sanitary field stations		
Safety Hazards Associated with Harvesting		

Physical damage caused by mechanical and / or manual harvesting methods		
In-field packing operations		
Safety Hazards Associated with Postharvest Treatments and Handling		
Postharvest water quality		
Cooling considerations		

Activity 6 – Practical Exercise

On the farm where you work or are completing your practical, identify two points at which possible non-conformance or deviation may occur. Complete the tables below.

<i>Stage of Process</i>	<i>Potential Hazard Description</i>	<i>Control Measures</i>	<i>CCP or CP</i>	<i>Critical Limits</i>	<i>Monitoring Process</i>	<i>Corrective Action</i>	<i>Record-keeping</i>

<i>Stage of Process</i>	<i>Potential Hazard Description</i>	<i>Control Measures</i>	<i>CCP or CP</i>	<i>Critical Limits</i>	<i>Monitoring Process</i>	<i>Corrective Action</i>	<i>Record-keeping</i>

Activity 7 – Presentation

Based on your practical experience, design a multimedia presentation in which you identify, discuss and explain the impact of non-conformance to the basic regulatory processes on the trade of the product.

Attach documentation related to the presentation to this workbook.

Activity 8 – Report Writing

Investigate the internal and external audits that take place on the farm where you work or where you are completing your practical duties. Write a report on your findings, containing the following information:

- Give details of the role that audits play in ensuring food safety.
- Draft a process flow of how these audits are conducted.
- Explain in your own words how standard operating procedures are integrated into internal audit procedures.
- Give examples of at least five different areas related to the HACCP plan or the food safety management plan upon which internal audits are performed regularly. Include copies of standard internal audit criteria and / or checklists for the areas discussed as annexures to the report. Note on each how frequently the internal audits are conducted.
- Give a brief overview of how internal audits are managed throughout the organisation in order to ensure a systematic recordkeeping system.
- Draw conclusions regarding the effectiveness of the current internal audit system and make recommendations for possible improvements that might benefit the organisation.

Attach the report to this workbook.

Activity 9 – Worksheet

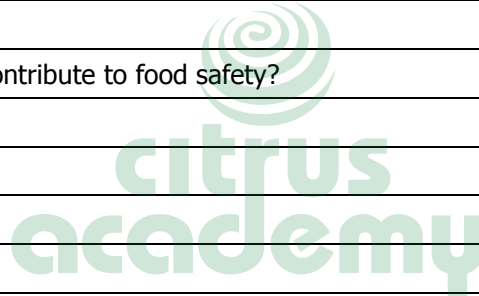
Answer the questions below. Attach examples that support your answers where possible.

1. What do standard operating procedures mean in terms of your workplace?

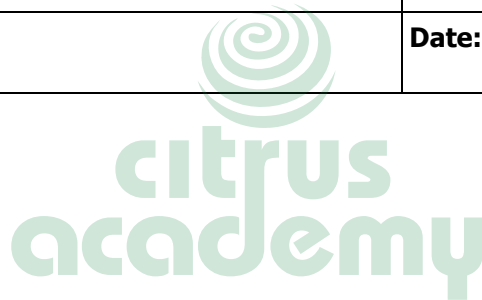
2. How do standard operating procedures contribute to food safety?

3. Describe at least one Standard Operating Procedure that directly affects food safety.

4. What is the link between quality and food safety?
5. How do production practices influence food safety?
6. How does adherence to Good Environmental Practices contribute to food safety?
7. How can social awareness contribute to food safety?



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

Portfolio of Evidence

You are now ready for step six of the assessment process, the collection of a Portfolio of Evidence showing your participation in 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 mother tongue translation. 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 your Portfolio of Evidence. 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 of This and Need to Ask the Facilitator or Assessor to Explain It Again</i>
Obtain the Standard Operating Procedure (SOP) manual for the farm where you are completing your practical duties.		
Identify the Critical Control Points (CCP) related to food safety in the SOP manual.		
For each CCP, draft a procedure and pro forma documents that can be used for internal audits, recordkeeping and traceability.		
Write a two page overview and process flow of how the traceability system, recordkeeping system and internal audit system should be integrated and referenced in case of non-conformance.		

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	116278		
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 116278 – Level 4

Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 1: Manage a traceability system demonstrating operational efficiency in the agricultural supply chain. <i>Range:</i> Traceability system includes but is not limited to a system that allows for problems to be traced back to the points of origin, both pre-harvest and post-harvest	Attend all lectures Complete workbook as per instruction	Summative assessment. Observation checklist of attitudes and attributes.	85% competence in all areas		
Specific Outcome 2: Implement a record system on the farm. <i>Range:</i> A record system includes but is not limited to manual and electronic system that allows for paper or electronic trail of activities and management systems on the farm	Attend all lectures Complete workbook as per instruction	Summative assessment. Observation checklist of attitudes and attributes.			
Specific Outcome 3: Manage and maintain good agricultural practices (GAP) associated with good manufacturing practices (GMP), good health practices (GHP), good social practices (GSP) and good environmental practices (GEP). <i>Range:</i> Management and maintenance includes but is not limited to ensuring that the activities of one regulatory process compliment the other	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 116278 – Level 4					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 4: Take decisions on reported non-conformances in respect of food safety, production, environmental, and social practices and implement corrective action in the agricultural environment. <i>Range:</i> Taking decisions and implementing corrective action includes but is not limited to addressing the problems encountered in order to assist with the implementation of corrective processes in order to achieve the set goals	Attend all lectures Complete workbook as per instruction	Summative assessment. Observation checklist of attitudes and attributes.	85% competence in all areas		
Specific Outcome 5: Conduct internal audits according to the specifications of the trade/market 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 in keeping with the rights of 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		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116278 – Level 4

Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 6: Maintain standard operational procedures with regard to agro-chemicals, food safety, quality, and production practices, as well as environmental and social awareness within the agricultural supply chain. <i>Range:</i> Standard operational procedures include but are not limited to food safety, quality, production practices, environmental and social awareness within the agricultural supply chain	Attend all lectures Complete workbook as per instruction	Summative assessment. Observation checklist of attitudes and attributes.	85% competence in all areas		
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. Contamination risks. 6. Contamination preventative measures. 7. A basic understanding of risk factors related to food safety. 8. Be familiar with the principles of food safety	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 116278 – Level 4

<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
and quality. 9. Basic principles of environmental and conservation management. 10. Basic principles of waste and pollution management. 11. Basic principles of natural resource management. 12. Local legislation such as Occupational Health and Safety, Health and Welfare 13. A basic understanding of procedures of internal audits, traceability, and management skills.					
Unit Standard CCFOs: 1. Problem solving relates to all specific outcomes 2. Teamwork relates to all specific outcomes 3. Self-organisation and management relates to all specific outcomes 4. Information evaluation relates to all specific outcomes 5. Communication relates to all specific outcomes 6. Use science and technology relates to all specific outcomes 7. Inter-relatedness of systems relates to all specific outcomes 8. Self-development relates to all specific outcomes	N/a	Rating Scale	Minimum rating of 3:5 in each criteria or overall average of 3:5		

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.

