

ASSESSMENT GUIDE FOR ASSESSORS & FACILITATORS

Food Safety

Level 5

Copyright ©



P.O. Box 461, Hillcrest, 3650
(031) 313-3364

Title:		Develop and Implement a Food Safety and Quality Management System in an Agricultural Supply Chain					
Applied Title:		Develop and 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:	116419	Level:	5	Credits:	7	Notional Hours:	70
Author:		Cabeton Training and Development					

Based on the Production Guidelines of:



Supported by:



Unit standard alignment and assessment tool development:

Cabeton Training and Development

Project coordinator:

Jacomien de Klerk

Disclaimer

By accepting this document and reading its contents you agree to be bound by the terms of this disclaimer.

The use of the contents of this document is at your own risk. Neither the Citrus Academy nor the CRI or the CGA warrant that the content of this document is suitable for your intended use or that it is free of inaccuracies or omissions. The opinions and advice expressed in this document are not necessarily those of the Citrus Academy, the CRI or the CGA. The Citrus Academy, the CRI and the CGA, their directors, officers, employees, agents and contractors shall not be liable for any loss or damage of any nature suffered by any person as a direct or indirect result of the use of, or inability to use any advice, opinion or information contained in this document, or any misrepresentation, misstatement or omission, whether negligent or otherwise, contained in this document.

You indemnify the Citrus Academy, the CRI and the CGA against any claim by any third party against the Citrus Academy, the CRI or the CGA, their directors, officers, employees, agents or contractors arising from, or in connection with, the use of, or reliance on, the contents of this document. It is your responsibility to determine suitability of the contents of this document for your intended use.

Table of Contents

Directions 4

Step 1 5

Step 2 6

Step 3 7

Step 4 8

Step 5 9

Step 6 17

Step 7 18

Step 8 21

Step 9 22

Step 10 31



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:	116419	Level:	5	Credits:	7
---------------	--------	---------------	---	-----------------	---

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	Portfolio of Evidence	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	Develop and implement a food safety and quality management system in an agricultural supply chain	
Registration Number	116419	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Portfolio of Evidence	
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 – Workplace Research	
Complete the following research report for the farm where you are completing your practical duties.	
Answers as per learner context, to be adapted to market(s) and products.	
Marking Matrix	
Question	Score 0 = No evidence found 1 = Evidence lacking / incomplete / completely incorrect 2 = Evidence partial or have areas where accuracy can be improved 3 = Evidence complete and accurate
Which market segment(s) does the farm target?	
What fruit is delivered to these markets?	
What are the requirements of these markets in terms of GAP, GMP, GHP, GSP and GEP?	
What are the requirements of these markets in terms of food safety?	
What are the quality standards of these markets?	
Why are these markets targeted?	
How does the market impact on the quality management and food safety systems on the farm?	
What local legislation affects the farm in terms of trade?	

What international legislation affects the farm in terms of trade?	
How do global and agricultural market trends influence the farm in terms of trade and negotiations?	
Total	/30

Activity 2 – Draft an SOP Manual

For the quality and food safety management system used on the farm where you are completing your practical duties, draft a Standard Operating Procedure manual based on the following:

- Explain the objectives, components, and operation of the system.
- Explain how the system addresses and ensures food safety.
- Explain how the system is implemented.
- Explain how the system is managed.
- Explain the evaluation of the system.

No model answer supplied due to variation in learner context.

<i>Criteria</i>	<i>Score</i> 0 = No evidence found 1 = Evidence lacking / incomplete / completely incorrect 2 = Evidence partial or have areas where accuracy can be improved 3 = Evidence complete and accurate
Explain the objectives, components, and operation of the system.	
Explain how the system addresses and ensures food safety.	
Explain how the system is implemented.	
Explain how the system is managed.	
Explain the evaluation of the system.	
Total	/15

Activity 3 – Worksheet

Complete the worksheet below.

Explain why the specific quality and food safety management system for your farm was chosen.

As per learner context, can include the following:

It suits the operation of the farm

It is required as part of a compliance requirement for export or trade with specific markets

The system is known in the industry and has wide application

The system is computerised and the accuracy of information is guaranteed

The system allows for the input of data in specific areas which then generate specific reports

Can the system be improved in any way? If so, motivate suggestions for improvement.

As per learner context and system.

E.g. complete automation will assist in the ease of capturing data and reflecting documents

E.g. the document retrieval should be more streamlined and in a central store

E.g. the system has security issues and needs to implement stricter access control

Activity 4 – Workplace Project

Analyse the QMS of the farm where you are completing your practical duties. Follow the steps in the table below and write your findings after each step has been completed or submit evidence of completing the step.

No model answer supplied due to variations in systems and learner context.

Step Number	Step	Score 0 = No evidence found of learner completing step 1 = Steps misinterpreted 2 = Information retrieved from step partial or not completely accurate 3 = Information retrieved from step meaningful and accurate
1	Obtain the Standard	
2	Review implementation support systems such as literature and software	
3	Assemble a team and agree on a strategy	
4	Consider training needs at all levels of organisation	
5	Review consultancy options	
6	Choose an certification body and auditors	
7	Develop a Quality Manual	
8	Develop support documentation	
9	Implement the Quality Management System	
10	Consider a pre-assessment	
11	Gain certification	
12	Continual assessment	
	Total	/36

Activity 5 – Media Search and Report

Perform a media search to find out as much information as possible about GS1, with specific reference to links between the PPECB and GS1. Write a brief report explaining the role of GS1 in the traceability of export citrus.

Activity 5 – Draw a Flowchart

Draw a flowchart on how traceability works and how it is integrated with the QMS on the farm where you are completing your practical duties.

No model answer due to variations in traceability systems linked to QMS.

Criteria	Score 0 = No evidence found 1 = Evidence inaccurate 2 = Evidence can improve in terms of logical flow or completeness 3 = Evidence accurate, logical and complete
Flow chart logical	
Flow chart complete	
Traceability system identified	
Traceability system linked to QMS	
Total	/12

Marking Matrix and Assessor Report for Formative Assessment Activities

Formative Evidence Collection Summary for Unit Standard 116419 – Level 5

	<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: Analyse existing food safety and quality management systems in the agricultural environment. <i>Range:</i> The analysis will include but is not limited to evaluating safety and management systems such as process (including procedures and mechanisms), infrastructure (facilities, tools, and equipment), hazards and risks of contamination (physical, chemical and micro-biological)	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: Correctly interpret current market requirements in the agricultural supply chain. <i>Range:</i> Market requirements may include but is not limited to information on current agri-trade legislation; preferential programs referring to good agricultural practices (GAP), good manufacturing practices (GMP), good health practices (GHP), good social practices (GSP) and good environmental practices (GEP); procedures to manage food safety and quality practices pertaining to the agricultural supply chain; local legislation; international legislation applicable to the country of export; global and agri-market trends	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 116419 – Level 5

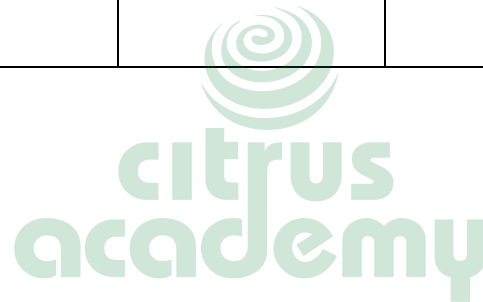
	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
Specific Outcome 3: Develop a food safety and quality management system to meet market requirements within the agricultural supply chain. <i>Range:</i> Food safety and quality aspects include but are not limited to traceability, recordkeeping, varieties (including genetically modified organisms and seed quality), site management, soil history, soil quality and management, fertiliser, irrigation and water quality, crop protection, product handling, waste and pollution management, social welfare, environmental considerations, internal audits	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 4: Implement and manage a food safety and quality management system in the agricultural supply chain. <i>Range:</i> The implementation plan includes but is not limited to information flow, development of documentation, upgrading of infrastructure, resources, time scheduling, cost implications, training of personnel, etc.	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 116419 – Level 5

	<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 5: Evaluate, take corrective action and make improvements to ensure the effectiveness / efficiency of the food safety and quality management system. <i>Range:</i> Includes but is not limited to ensuring that measures that have been implemented keeps up with market requirements, both local and international.	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: Design a traceability system for operational efficiency in the agricultural supply chain. <i>Range:</i> A traceability system includes but is not limited to a manual or electronic system which includes recordkeeping of all aspects of the agricultural enterprise to ensure that any irregularities can be traced back to the farm as well as to the source of the problem	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	
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	N/a	
US CCFO: Working					
US CCFO: Organising					
US CCFO: Communicating					

Marking Matrix and Assessor Report for Formative Assessment Activities Formative Evidence Collection Summary for Unit Standard 116419 – Level 5					
	<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: Science			facilitator report.		
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

Portfolio of Evidence

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.

- Submission of all tasks as listed under step 5 will serve as evidence for the Portfolio of Evidence.
- 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.
- 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.



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	116419		
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 116419 – Level 5

<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>Specific Outcome 1: Analyse existing food safety and quality management systems in the agricultural environment.</i> <i>Range:</i> The analysis will include but is not limited to evaluating safety and management systems such as process (including procedures and mechanisms), infrastructure (facilities, tools, and equipment), hazards and risks of contamination (physical, chemical and micro-biological)	Portfolio of Evidence	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 2: Correctly interpret current market requirements in the agricultural supply chain.</i> <i>Range:</i> Market requirements may include but is not limited to information on current agri-trade legislation; preferential programs referring to good agricultural practices (GAP), good manufacturing practices (GMP), good health practices (GHP), good social practices (GSP) and good environmental practices (GEP); procedures to manage food safety and quality practices pertaining to the agricultural supply chain; local legislation; international legislation applicable to the country of export; global and agri-market trends	Portfolio of Evidence	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116419 – Level 5

Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 3: Develop a food safety and quality management system to meet market requirements within the agricultural supply chain. <i>Range:</i> Food safety and quality aspects include but are not limited to traceability, recordkeeping, varieties (including genetically modified organisms and seed quality), site management, soil history, soil quality and management, fertiliser, irrigation and water quality, crop protection, product handling, waste and pollution management, social welfare, environmental considerations, internal audits	Portfolio of Evidence	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 4: Implement and manage a food safety and quality management system in the agricultural supply chain. <i>Range:</i> The implementation plan includes but is not limited to information flow, development of documentation, upgrading of infrastructure, resources, time scheduling, cost implications, training of personnel, etc.	Portfolio of Evidence	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116419 – Level 5

Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 5: Evaluate, take corrective action and make improvements to ensure the effectiveness / efficiency of the food safety and quality management system. <i>Range:</i> Includes but is not limited to ensuring that measures that have been implemented keeps up with market requirements, both local and international.	Portfolio of Evidence	CCFO Rating Scale			
Specific Outcome 6: Design a traceability system for operational efficiency in the agricultural supply chain. <i>Range:</i> A traceability system includes but is not limited to a manual or electronic system which includes recordkeeping of all aspects of the agricultural enterprise to ensure that any irregularities can be traced back to the farm as well as to the source of the problem	Portfolio of Evidence	CCFO Rating Scale			
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: - Principles of GAP, GMP, GHP, GEP, GSP, HACCP. - International and local trade	Summative Training Session	CCFO Rating Scale	Overall minimum test score of 85%		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116419 – Level 5

<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	<i>Foundational and Embedded Knowledge</i>	<i>Practical Skills, Underpinning Knowledge and Reflexive Competence</i>			
requirements of GAP, GMP, GHP, GEP, GSP. 3. Good agricultural/manufacturing/processing/health practices. 4. Standard operational procedures of the enterprise in agri-trade environment. 5. Standard operation procedures on the farm. 6. Food borne illnesses. 7. Impact of food safety and quality on trade. 8. Contamination risks. 9. Contamination preventative measures and mechanisms. 10. Risk factors related to food safety. 11. Principles of food safety and quality. 12. Principles of environmental and conservation management. 13. Principles of waste and pollution management. 14. Principles of natural resource management. 15. Local legislation (including OHS, Health and Welfare, BCE, Chemical Act) 16. Good recordkeeping practices. 17. Agricultural hygiene principles. 18. Effective personal hygiene practices. 19. Processes and procedures of internal					

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116419 – Level 5

<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			
audits. 20. Methods of system analysis and evaluation. 21. Needs analyses related to training. 22. Traceability. 23. Role and position of international trade organisations. 24. Management skills.					
Unit Standard CCFOs: - 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		

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?	

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.

