

ASSESSMENT GUIDE FOR ASSESSORS & FACILITATORS

Harvesting

Level 2

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Title:		Harvest Agricultural Crops: Procedures					
Applied Title:		Harvest Citrus: Procedures					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Harvesting					
Context:		Citrus Production					
US No:	116111	Level:	2	Credits:	4	Notional Hours:	40
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Based on the Production Guidelines of:



Supported by:



Unit standard alignment and assessment tool development:

Cabeton Training and Development

Project coordinator:

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Directions

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

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

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

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

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

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

US No:	116111	Level:	2	Credits:	4
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The step-by-step instructions agree and are conducted in concert with the steps described in the learner assessment guide. The steps are as follows:

Step	Description	Timeframe
1	Pre-Assessment Briefing and Checklist	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	Report Writing	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 assessor 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	Harvest Citrus: Procedures	
Registration Number	116111	
Step	Description	Completion / Submission Date
Step 5	Learner Formative Assessment Activities	
Step 6	Report Writing	
Step 7	Integrated Summative Assessment Tool	
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.

Learners hand 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 marking matrix that follows.

The learner must 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 – Worksheet
Complete the worksheet below.
1. What tools and equipment are needed when harvesting the citrus?
a. Clippers b. Picking bags c. Ladders d. Bulk bins and picking trailers e. Tractors
2. Why do you think these specific tools and equipment are used to harvest the crop?
Clippers – easier and faster harvesting; cleaner cuts; less bruising; less chance of injury to fruit Picking bags – increased productivity; can pick more to deliver Ladders – reach fruit at top of trees Bulk bins and picking trailers – gather large quantities of fruit to be delivered to the packhouse; ease transportation Tractors –enable transportation of fruit at appropriate times
3. How would you determine that the tools and equipment are in good working order before you start harvesting the crop?
Pre-inspection Clippers – check blades and action Picking bags – no tears or loose straps Ladders – sturdy and no loose parts Baulk bins and trailers – no loose metal or wood pieces, all moving parts in order Tractors – standard maintenance checks

4. Give a detailed account of how you would work with the tools and equipment.

As per tool; correct and safe procedures followed; tool carried correctly; tool placed correctly during breaks

5. How would you work safely with the tools and equipment?

Followed procedures; followed instructions; had training on use of tools

6. What would you do with the tools and equipment after the harvesting process is complete?

Clean, sanitise, dry, basic maintenance, return to storeroom

7. Where and how would you store the tools and equipment?

Appropriate storeroom; possibly locked away in restricted access stores

According to tool specifications; in dry areas; cleaned and maintained prior to storage; heavy tools never stored above head-height

Activity 2 – Flowchart

Explain with a flow chart how to clean, sterilise, maintain and store the tools and equipment use during harvesting.

Example of tool handling



Activity 3 – Group Discussion

Have a group discussion on why harvesting tools and equipment must always be cleaned and sterilised after harvesting. Make keynotes for yourself on the conclusions that you reach.

- a. To prevent cross contamination between fruit
- b. To prevent the spread of disease between orchards
- c. To prevent that the equipment is damaged or rusts

Activity 4 – Worksheet

Write down the instructions that you would give to a co-worker in the following situations.

1. The harvesting clippers are blunt.

- d. Report to appropriate person
- e. Have it sharpened, if possible, by a trained person
- f. Have the blades replaced, if necessary, by an authorised person
- g. Request other clippers

2. The picking bag has a broken strap.

- h. Report to appropriate person
- i. Discard bag
- j. Request alternative bag

3. The paint on the bulk bin is peeling badly.

Report to appropriate person for re-painting

4. A ladder has a broken step.

- k. Stop using the ladder immediately
- l. Report to appropriate person
- m. Have it professionally fixed and the broken step replaced if possible
- n. Replace the ladder
- o. Request the use of an alternative ladder

Activity 5 – Interview an Expert

Interview an expert on the farm where you work and get answers to the questions below.

1. What does "maturity indexing" mean?

Maturity indexing is, simply put, the process of monitoring the physiological development of fruit as it ripens. A number of parameters can be used to measure maturity and changes in maturity, such as colour, firmness, juice content, and levels of sugar, acid, and carbohydrate.

2. What does the fruit look like when it is ready to harvest?

As per cultivar/crop

3. What are the internal quality standards that the fruit must reach before it can be harvested?

As per crop/cultivar/management; usually includes specifications regarding brix, acidity, sugar/acid ratio

Activity 6 – Worksheet

Complete the worksheet below.

1. How can it be determined if the crop is ready for harvesting?

Through sampling and analyses; monitoring maturity

2. What does sampling have to do with determining whether the crop is ready for harvest?

Samples of fruit are taken at set intervals prior to the harvest season and sent for chemical analyses to predict time of harvest and ensure harvesting at the correct time (physiologically)

3. How are samples taken of the fruit to determine readiness for harvest?

Sampling for maturity indexing is generally initiated two months before the historical start of the picking period of a cultivar. In most cultivars, it is likely that any fruit sampled earlier than this will not have sufficient juice for analysis, or that the analysis will yield information that is so far out of specification that it will be of no assistance in guiding orchard practice leading up to harvest.

If strategies are employed to manipulate the internal quality of the fruit, sampling and analysis would generally be done weekly to monitor changes closely. Where fruit is merely being monitored as it approaches picking maturity, analysis would generally be carried out weekly only in the last month prior to harvest.

In line with the first principle of sampling, it is important that the correct fruit is sampled on a tree. Although a fruit sample must be taken randomly, there must be a focus on which fruit on a tree will constitute the bulk of the crop and will be picked in the earlier part of the season, referred to as the first pick. Large fruit with a coarse skin high in the canopy and small, pale fruit lower down inside the canopy are for example not fruit that one would include in a sample.

There is no prescribed procedure for maturity index sampling, but the following guidelines can be used:

- p. Divide the orchards into sample blocks according to cultivar and rootstock combination, tree age and condition, soil type and aspect.**
- q. Start sampling two months before the historically recorded start of the harvesting period for the cultivar. In the month leading up to harvest sampling should be done weekly.**
- r. Mark ten representative trees and use these as index trees throughout the season. Select two fruits per index tree which are representative of fruit on the tree. If it is clear that there will be more than one pick due to for instance colour differentiation, subdivide the sample accordingly. In certain orange-type cultivars there is a great deviation in internal quality between large and small fruit and it would be advisable in these situations to take a large and small fruit size sample.**
- s. The fruit sample is placed in a bag and the orchard details and the date of sample is written on the bag or on a slip that are placed in the bag.**
- t. The time that elapses before getting a fruit sample to the laboratory for analysis is not critical, but it should preferably be within a few days of the sample having been taken.**

4. What happens to the samples that have been taken and how are the samples marked?

Packaged, labeled and recorded accurately and sent to correct analyses laboratory

5. How often will samples be taken in a specific orchard?

As per management or international requirements

Activity 7 – Worksheet

Complete the worksheet below.

1. Describe in detail how the citrus fruit on your farm is harvested and why it is done in this way.

As per learner context

Harvested in specific method to assure highest quality of product and ensure food safety

2. What guidelines are applicable when fruit is harvested on your farm?

Depending on harvest methods; guidelines specified to protect the harvester from injury

Activity 8 – Group Discussion

Discuss the questions below in your group and design a strategy.

1. How must the fruit be handled immediately after it has been harvested?

Harvested fruit must be taken to the packhouse within 24 hours after being harvest. If left in the loading zone for an extended period during this 24-hour period, particularly in the warmer autumn months, the fruit should preferably be kept under cover in a well-ventilated shed or under shade-cloth to prevent excessive wilting and softening of the fruit.

2. Where is the fruit sent to after it has been harvested?

Packhouse or co-op

3. What can cause a decline in the quality of the fruit after it has been harvested?

Heat, moisture, unsafe food safety practices, poor personal hygiene of anyone coming into contact with the fruit, contamination from equipment, failure to deliver fruit in time

Activity 9 – Group Discussion

Brainstorm the questions below in your group and make notes on your conclusions.

1. What must workers do before, during and after harvesting to ensure that the fruit quality and food safety is not compromised?

u. Before: Accurate personal health and hygiene practices; wear correct protective clothing; clean/inspect/maintain tools and equipment

v. During: Follow correct harvesting procedures; maintain highest level of personal health and hygiene

w. After: Clean tools and equipment; fill in appropriate documentation; remove wastes from harvest area

2. Why is it important for workers to observe health, hygiene and safety procedures?

To ensure personal safety, to ensure the safety of your co-workers, to avoid injury, to maintain the highest quality of fruit, to keep the fruit safe for consumption

3. What must workers wear when harvesting fruit?

Possibly: Overall, safety boots or rubber boots, gloves

4. What personal hygiene rules must workers follow before picking starts?

Appropriate washing of hands; inspection of equipment; sanitation of equipment

5. What must a worker do if he / she is injured during harvesting?

Report the incident, stop the bleeding and cover all wounds, discard any fruit on which blood appears, clean and sanitise harvesting equipment before returning to the harvesting process

6. What must a worker do if he / she contracts a contagious disease such as mumps?

Do not participate in harvesting until the disease is no longer a factor, communicate the disease to the superior

Activity 10 – Role-Play

Role-play the following situations with a partner and make key notes for yourself on how you will handle the situation.

1. How will you report a pair of broken harvest clippers?

As per reporting procedure, reported to correct person

2. How will you report that the fruit you are harvesting is all rotten on the tree?

As per reporting procedure, report to foreman or manager in charge of that specific harvesting action

3. How will you report that a co-worker cut his hand with the snips while harvesting?

As per reporting procedure, report to foreman and first aid officer

4. How will you report that a co-worker sustained a back-injury while harvesting?

As per reporting procedure, report to foreman and first aid officer

Activity 11 – Investigate and Report

Walk around the farm on which you work or are doing your practical and find answers to the questions below.

1. What waste is generated during the harvesting process?

Any discarded fruit, disposable gloves, broken equipment, oil or grease leaks from equipment

2. How is this waste disposed of?

Remove from harvest site, discard as per instruction and as per waste

3. Why should the waste be removed from the orchard?

It poses a risk in terms of food safety and can compromise the quality of the fruit. Waste fruit attract micro-organisms which will attack healthy fruit as well.

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Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116111 – Level 2

	<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>
<i>Specific Outcome 1: Select and use appropriate tools / equipment for pre-determined harvesting method.</i> <i>Range:</i> Harvesting methods according to specific production context include, but are not limited to harvesting by hand, machine harvesting, etc.	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
<i>Specific Outcome 2: Carry out sampling for maturity indexing according to established and familiar procedures.</i> <i>Range:</i> Sampling may include, but are not limited to sampling by hand, etc. It may include but is not limited to harvesting a given number or mass of the produce according to a specific plan.	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
<i>Specific Outcome 3: Harvest crops.</i> <i>Range:</i> Familiar procedures include, but are not limited to quality specifications, maturity specifications, etc.	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116111 – Level 2

	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
Specific Outcome 4: Harvest crops considering the necessary health, hygiene and safety during the procedure. <i>Range:</i> Health, safety and hygiene include but are not limited to clean hands, sterilised equipment, covered hair, covered wounds, reporting of open wounds, etc.	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
Specific Outcome 5: Ensure the collection and transportation of waste. <i>Range:</i> Waste includes, but is not limited to any biodegradable or non biodegradable materials that are not accepted as the primary product. Biodegradable materials include parts of plants, fruit, flowers, etc. Non-biodegradable materials include, but are not limited to plastics, glass, metals, etc.	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116111 – Level 2

	<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 6: Care and maintain equipment used in cooperation with, and guiding others. <i>Range:</i> Care and maintaining of equipment may include but is not limited to cleaning, sterilising, oiling sharpening, etc. of hand tools, machinery, power tools etc.	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct		
US CCFO: Identifying	Attends all lessons, activities, practical and completes activities and workbook as per instructions	Attendance register and facilitator report	Learner must at least be present and no negative commentary about the learner should be made in the facilitator report.	N/a	
US CCFO: Working					
US CCFO: Organising					
US CCFO: Communicating					
US CCFO: Science					
US CCFO: Demonstrating					
US CCFO: Contributing					

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



Step 6

Report Writing

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

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

Unit Standard:	116111	NQF Level:	2
Learner Name			

- The assessor should use the questions below as a marking matrix and to gather evidence and to check for completeness.

How was it determined that the crop was ready for harvesting?	5%
How were samples of the fruit taken before harvesting to determine readiness for harvest?	5%
How did you prepare for harvesting?	5%
What tools/equipment did you use for harvesting?	5%
What did you have to wear for harvesting?	2.5%
Why did you have to wear these things for harvesting?	2.5%
What procedures did you follow to harvest the crop?	5%
Why did you follow specific procedures to harvest the crop?	5%
How did you ensure your own health and safety while harvesting?	5%

How did you ensure your co-workers health and safety while harvesting?	5%
Why must the crop that we harvest be "safe for consumption"?	5%
How can we assure as harvesters that the crop we harvest is "safe for consumption"?	5%
What will happen if it was your, as harvester's, negligence that caused the fruit to spoil or decrease in quality?	5%
What personal hygiene routines did you follow while harvesting? Why?	5%
What did you do when harvesting was complete?	5%
Who did you report problems or unexpected circumstances to?	5%
How did you report problems or unexpected circumstances?	5%
What did you do with your tools/equipment after harvesting was complete?	5%
What wastes were produced during the harvesting process?	5%
How were theses wastes dealt with?	5%
How can the harvester ensure that the quality of the fruit is not compromised during harvesting?	5%



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	116111		
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 Formative and Summative Evidence Collection Summary for Unit Standard 116111 – Level 2

<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: Select and use appropriate tools / equipment for pre-determined harvesting method.</i> <i>Range:</i> Harvesting methods according to specific production context include, but are not limited to harvesting by hand, machine harvesting, etc.	Practical Report	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 2: Carry out sampling for maturity indexing according to established and familiar procedures.</i> <i>Range:</i> Sampling may include, but are not limited to sampling by hand, etc. It may include but is not limited to harvesting a given number or mass of the produce according to a specific plan.	Practical Report	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 3: Harvest crops.</i> <i>Range:</i> Familiar procedures include, but are not limited to quality specifications, maturity specifications, etc.	Practical Report	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Formative and Summative Evidence Collection Summary for Unit Standard 116111 – Level 2

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: Harvest crops considering the necessary health, hygiene and safety during the procedure. <i>Range:</i> Health, safety and hygiene include but are not limited to clean hands, sterilised equipment, covered hair, covered wounds, reporting of open wounds, etc.	Practical Report	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 5: Ensure the collection and transportation of waste. <i>Range:</i> Waste includes, but is not limited to any biodegradable or non bio-degradable materials that are not accepted as the primary product. Biodegradable materials include parts of plants, fruit, flowers, etc. Non-biodegradable materials include, but are not limited to plastics, glass, metals, etc.	Practical Report	CCFO Rating Scale			
Specific Outcome 6: Care and maintain equipment used in cooperation with, and guiding others. <i>Range:</i> Care and maintaining of equipment may include but is not limited to cleaning, sterilising, oiling sharpening, etc. of hand tools, machinery, power tools etc.	Practical Report	CCFO Rating Scale			

Assessor Report and Formative and Summative Evidence Collection Summary for Unit Standard 116111 – Level 2

<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. The principles of harvesting a crop 2. Names and functions of tools and materials for the harvesting process 3. Safe handling procedures of tools and materials utilised 4. The various harvesting methods 5. Plant physiology and anatomy indicating maturity for harvesting 6. Importance of harvesting area being clean from waste material 7. Occupational Health and Safety and other applicable legislation 8. Use of sensory cues to show harvest readiness	Workbook Activities Practical Report	Workbook Activities Practical Report	Overall minimum test score of 85%		
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	
<i>Issues</i>	<i>Comments</i>
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.

