

ASSESSMENT GUIDE FOR ASSESSORS & FACILITATORS

Harvesting

Level 3



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Title:		Monitor and Coordinate the Harvesting of Agricultural Crops					
Applied Title:		Monitor and Coordinate the Harvesting of Citrus					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Harvesting					
Context:		Citrus Production					
US No:	116268	Level:	3	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

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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:	116268	Level:	3	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	Summative Assessment	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	116268	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Summative Assessment	
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 – Presentation

Give an educational presentation aimed at a new farm worker, concerning the following. Attach a copy and other details of your presentation to your learner workbook.

- What are the tools required to harvest the citrus on the farm where you work?
- Demonstrate how to use these tools accurately.
- What must a worker do if there is a problem with the tools?
- Choose one harvesting tool and explain the maintenance and care of this tool.
- Explain what must happen if there is a problem with this tool.

Presentation must include the following:

- **Tools must include but are not limited to clippers, gloves, picking bags and ladders**
- **Gloves (when used) – Inspect glove for holes or tears, place glove on non dominant hand, only handle fruit with gloved hand**
- **Clippers – Use finger loop correctly, place clipper at right angle to fruit, clip stem as close as possible to fruit**
- **Picking bags – Two types of bags, bag over shoulder on same side as hand handling fruit, inspect bag for holes or tears, place and don't throw fruit in bag, empty bag carefully into picking bin by allowing fruit to roll out (method may differ depending on the type of bag used)**
- **Ladders – Ladders can have two or three legs, inspect for loose pieces and sturdiness, place ladder so that it does not damage fruit or tree and is stable**

Activity 2 – Worksheet

Answer the questions below in your own words.

1. How do you as farm worker know that the fruit is ready for harvesting?

You will be instructed by your team leader / supervisor / manager about when to start picking. Farm management knows when the fruit is ready by taking samples from about 6 weeks before the harvest should start, testing the samples and plotting the information on a graph, on which they can see when the fruit should reach maturity.

2. How is fruit sampled to determine its maturity?

Index trees are selected, 12 fruit is picked per tree, samples are marked to indicate when and where the fruit was picked

3. What is measured to determine fruit maturity?

Juice content, sugar level, and acid level are measured, ratio between sugar and acid is calculated, fruit colour is assessed

Activity 3 – Group Discussion

Discuss the following questions in your group. Make keynotes on your discussions and the conclusions that you reach.

1. What are the factors that can influence the harvesting of the citrus?

Fruit maturity, available daylight hours, climatic conditions, market conditions

2. Why would a citrus farm have a harvest plan?

To ensure a smooth and efficient harvesting operation, that fruit is picked at the right stage of maturity in the right manner, that labour and tools and equipment are available at the right time

3. What are the special requirements for harvesting of citrus?

Must be done during daylight hours, temperature must be between 13 and 30 degrees centigrade, relative humidity must be below 70%, fruit must be dry, lemons cannot be harvested within two days after a cold front

4. How is quality of citrus affected by the harvesting process?

Fruit can be damaged, injured and infected if not picked and handled in the correct manner

Activity 4 – Workplace Research

Obtain a copy of health and safety plan of the farm where you work and answer the questions below based on the information contained in it.

1. Explain in your own words what is required from you during harvesting to protect your own health and safety and that of the product.

Complete model answers not provided due to workplace variation, but should include:

- **Awareness of dangers posed by tools, equipment, machinery and vehicles**
- **Personal hygiene (hand washing, short nails, clean clothing)**
- **Sanitising hands after using ablution facilities**
- **Careful handling of fruit to prevent injuries, damage and infection**

2. How does the health and safety plan link with OHSA?

Based on OHSA principles, e.g. employers must ensure worker safety, workers must not endanger their safety

3. How does the health and safety plan link with GlobalGAP?

Complete model answers not provided due to workplace variation, but should include e.g.:

- Availability and positioning of ablution facilities
- Regulation of tools and equipment sterilisation
- Availability of protective clothing where required

4. What are the exact procedures you will follow if someone falls off a ladder in the orchard during harvesting and the person lies there saying they are unable to move?

Complete model answers not provided due to variation in workplace SOPs, but should include:

- Inform picking team supervisor
- Emergency first aid procedures as per standard operating procedures applied by trained person

5. What are the exact procedures that you will follow if a veld fire spreads to the orchard in which you are harvesting from an adjacent open field?

Complete model answers not provided due to variation in workplace SOPs, but should include:

- Inform picking team supervisor
- Evacuate orchard to predetermined assembly points
- Follow instructions of health and safety officer

Activity 5 – Workplace Observation Report

Find answers to the questions below in your workplace.

1. What are the wastes produced by the harvest process on the farm where you work?

Complete model answers not provided due to workplace variation, but should include e.g.:

- Plant material (branches, leaves and fruit)
- Paper, glass and plastic dropped by workers

2. Why must the harvest area be kept clean?

Reasons given should include but are not limited to:

- Limiting the spread of diseases
- Preventing pest insects from propagating in fallen fruit
- Avoiding pollution of natural resources
- Fulfilling legal obligations

3. Why are records kept of waste disposal?

Reasons given should include but are not limited to:

- It is a legal requirement
- To measure effectiveness of waste removal
- To determine cost of waste removal

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116268 – Level 3

	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
Specific Outcome 1: Select harvesting equipment and tools for specific agricultural enterprise. <i>Range:</i> Harvesting methods according to specific production context include, but are not limited to harvesting by hand, machine harvesting, etc. Tools or equipment include but are not limited to picking shears, knives, mechanical harvesters, 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 2: Demonstrate an understanding of sampling for maturity indexing. <i>Range:</i> Maturity indexing may include, but is not limited to stage of growth of crop, sugar levels, size, colour, texture, ratios of one chemical versus another, level of ethylene production, 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 3: Demonstrate an understanding of the harvesting of crops according to harvesting plan. <i>Range:</i> Procedures include, but are not limited to quality specifications, maturity specifications, weather data, withholding periods, 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 116268 – Level 3

	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
Specific Outcome 4: Implement a health, hygiene and safety plan during harvesting. <i>Range:</i> Health, hygiene and safety plan includes but is not limited to ensuring that one worker has basic first aid skills per group harvesting, that a first aid kit is available and that the workers know where it is, that toilet and hand-washing facilities are within walking distance from the harvesting area.	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: Implement the waste collection and disposal plan. <i>Range:</i> Waste includes but is not limited to bio-degradable materials (including parts of plants, fruit, flowers, etc.) and non bio-degradable materials (plastics, glass, metals, etc.). A waste collection and disposal plan could include but is not limited to evaluating what can be recycled and how and where and what must be dumped.	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 116268 – Level 3

	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
<i>Specific Outcome 6: Manage the care and maintenance of harvesting equipment.</i> <i>Range:</i> Care and maintenance includes but is not limited to cleaning, sanitising, doing basic maintenance and repairs, 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

Summative Assessment

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:	116268	NQF Level:	3
Learner Name			

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

Design a table in which you list the following: • The tools and equipment used for harvesting • The correct manner in which the tools should be used • Common problem that occurs with the tools and equipment during harvesting.	7.5%
Design a new table listing the following: • The tools and equipment used during harvesting • How these tools and equipment should be stored • The maintenance tasks that must be performed on these tools.	7.5%
Describe the process that must be followed when any problem occurs with harvesting tools and equipment.	5%
What is your understanding of maturity indexing and how should it be performed?	7.5%
How and by whom should samples be collected for maturity indexing purposes?	5%

What records should be kept of maturity indexing?	5%
List the factors that can influence the harvesting process and describe the influence that each have?	7.5%
What is a harvesting plan and what procedures should be listed within the plan?	5%
Describe how the harvesting plan should be managed and what special requirements the harvesting plan has.	7.5%
How did you ensure your co-workers health and safety while harvesting?	5%
How should the health and safety plan be aligned with legal and other requirements?	7.5%
How can we assure as harvesters that the crop we harvest is "safe for consumption"?	7.5%
What emergency processes and procedures should be in place to ensure health and safety?	5%
How should waste be identified and classified and why is it important?	5%
Design records that can be used to monitor and evaluate the effectiveness of a waste disposal plan.	7.5%
Why is it important to monitor and evaluate citrus harvesting processes?	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	116268		
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 116268 – Level 3					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 1: Select harvesting equipment and tools for specific agricultural enterprise. <i>Range:</i> Harvesting methods according to specific production context include, but are not limited to harvesting by hand, machine harvesting, etc. Tools or equipment include but are not limited to picking shears, knives, mechanical harvesters, etc.	Practical Report	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 2: Demonstrate an understanding of sampling for maturity indexing. <i>Range:</i> Maturity indexing may include, but is not limited to stage of growth of crop, sugar levels, size, colour, texture, ratios of one chemical versus another, level of ethylene production, etc.	Practical Report	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 3: Demonstrate an understanding of the harvesting of crops according to harvesting plan. <i>Range:</i> Procedures include, but are not limited to quality specifications, maturity specifications, weather data, withholding periods, etc.	Practical Report	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Formative and Summative Evidence Collection Summary for Unit Standard 116268 – Level 3					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 4: Implement a health, hygiene and safety plan during harvesting. <i>Range:</i> Health, hygiene and safety plan includes but is not limited to ensuring that one worker has basic first aid skills per group harvesting, that a first aid kit is available and that the workers know where it is, that toilet and hand-washing facilities are within walking distance from the harvesting area.	Practical Report	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 5: Implement the waste collection and disposal plan. <i>Range:</i> Waste includes but is not limited to bio-degradable materials (including parts of plants, fruit, flowers, etc.) and non bio-degradable materials (plastics, glass, metals, etc.). A waste collection and disposal plan could include but is not limited to evaluating what can be recycled and how and where and what must be dumped.	Practical Report	CCFO Rating Scale			

Assessor Report and Formative and Summative Evidence Collection Summary for Unit Standard 116268 – Level 3					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 6: Manage the care and maintenance of harvesting equipment. <i>Range:</i> Care and maintenance includes but is not limited to cleaning, sanitising, doing basic maintenance and repairs, etc.	Practical Report	CCFO Rating Scale			
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Principles of harvesting a crop is understood 2. Names and functions of tools and materials 3. Safe handling procedures of tools and materials 4. Various harvesting methods are understood 5. Plant physiology and anatomy 6. Importance of harvesting area being clean from waste material 7. Basic knowledge of occupational health and safety appropriate to level	Workbook Activities Practical Report	Workbook Activities Practical Report	Overall minimum test score of 85%		

Assessor Report and Formative and Summative Evidence Collection Summary for Unit Standard 116268 – Level 3					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
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.

