
Formative PoE Guide

Human Resources Management

Level 2



Scientific  Roets



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Adaptation:

Citrus Academy

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Published by the **Citrus Academy**, Unit 7, 22 On Main, Cnr Greenway Close & Old Main Rd, Gillitts

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1st edition 2016

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Learner Orientation

Unit Standard Information

Explain principles of human resources management and practices in agriculture

SAQA US ID	UNIT STANDARD TITLE			
116113	Explain principles of human resources management and practices in agriculture			
ORIGINATOR				
SGB Primary Agriculture				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 01 - Agriculture and Nature Conservation			Primary Agriculture	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	NQF Level 02	2
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

A learner achieving this unit standard will be able to describe and understand the principles of Human Resources Management as applied at workplace environment.

Learners will understand the importance of the application of business principles in agricultural production with specific reference to human resources.

They will be able to operate farming practices as businesses and will gain the knowledge and skills to move from a subsistence orientation to an economic orientation in agriculture. Farmers will gain the knowledge and skills to access mainstream agriculture through a business-orientated approach to agriculture.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that a learner attempting this unit standard will demonstrate competence against the unit standard or equivalent:

- NQF 1: Apply basic human resources management principles and practices applicable in an agricultural environment.

UNIT STANDARD RANGE

Whilst range statements have been defined generically to include as wide a set of alternatives as possible, all range statements should be interpreted within the specific context of application.

Range statements are neither comprehensive nor necessarily appropriate to all contexts. Alternatives must however be comparable in scope and complexity. These are only as a general guide to scope and complexity of what is required.

information information information information

Unit Standard References

The SAQA registered unit standards associated with this learning program is attached at the end of this PoE guide for your information.

Please do not hesitate to ask the facilitator or assessor to explain anything that you do not understand or need help with.

Associated Qualification

This unit standard forms part of the learner support materials for following qualification:

National Certificate: Plant Production				
SAQA QUAL ID		QUALIFICATION TITLE		
48975		National Certificate: Plant Production		
ORIGINATOR		ORIGINATING PROVIDER		
SGB Primary Agriculture				
QUALITY ASSURING BODY				
AgriSETA - Agriculture SETA				
QUALIFICATION TYPE		FIELD		SUBFIELD
National Certificate		Field 01 - Agriculture and Nature Conservation		Primary Agriculture
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	120	Level 2	NQF Level 02	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		SAQA 0695/12	2012-07-01	2015-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2016-06-30		2019-06-30		

National Certificate: Plant Production				
SAQA QUAL ID		QUALIFICATION TITLE		
49052		National Certificate: Plant Production		
ORIGINATOR		ORIGINATING PROVIDER		
SGB Primary Agriculture				
QUALITY ASSURING BODY				
AgriSETA - Agriculture SETA				
QUALIFICATION TYPE		FIELD		SUBFIELD

National Certificate	Field 01 - Agriculture and Nature Conservation		Primary Agriculture	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	120	Level 3	NQF Level 03	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		SAQA 0695/12	2012-07-01	2015-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2016-06-30		2019-06-30		

National Certificate: Plant Production

SAQA QUAL ID		QUALIFICATION TITLE		
49009		National Certificate: Plant Production		
ORIGINATOR		ORIGINATING PROVIDER		
SGB Primary Agriculture				
QUALITY ASSURING BODY				
AgriSETA - Agriculture SETA				
QUALIFICATION TYPE	FIELD	SUBFIELD		
National Certificate	Field 01 - Agriculture and Nature Conservation	Primary Agriculture		
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	142	Level 4	New Level Assignment Pend.	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		SAQA 0695/12	2012-07-01	2015-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2016-06-30		2019-06-30		

National Diploma: Plant Production

SAQA QUAL ID		QUALIFICATION TITLE		
49010		National Diploma: Plant Production		
ORIGINATOR		ORIGINATING PROVIDER		
SGB Primary Agriculture				
QUALITY ASSURING BODY				
AgriSETA - Agriculture SETA				
QUALIFICATION TYPE	FIELD		SUBFIELD	
National Diploma	Field 01 - Agriculture and Nature Conservation		Primary Agriculture	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	240	Level 5	NQF Level 05	Regular-Unit Stds Based

REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered	SAQA 0695/12	2012-07-01	2015-06-30
LAST DATE FOR ENROLMENT	LAST DATE FOR ACHIEVEMENT		
2016-06-30	2020-06-30		



Learner Details

First name	
Surname	
ID number	
Telephone contact number	
Mobile phone contact number	
E-mail address	
Postal address	
Dates on which you completed this formative PoE guide	



Pre-Assessment Briefing Checklist

It is important that you discuss the following topics with the assessor before you start the assessment process.

In some cases the assessor might invite you to a pre-assessment briefing or meeting with a group of other learners. It is important that you attend this meeting and get information about all the points on the checklist below:

Pre-Assessment Briefing Checklist	☒	☐
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 portfolio of evidence and the date for the direct assessment		
Discuss resources required for the assessment e.g. equipment, materials, etc.		
Explain the procedure if 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		

Learner Assessment Plan and Schedule

What?

What is it that I will be assessed in?	
What will be expected from me during assessment?	

Where?

Where will the assessment take place? (venue)	
--	--

Who?

Who is the assessor?	
How can I contact the assessor if something unforeseen happens?	

When?

On which date and at what time will the assessment take place or should my formative PoE be handed in?	
--	--

How?

How will I be assessed?	
What kinds of assessment instruments are included in this PoE?	

What do I need?

What kind of equipment, stationery and resources will I need during this assessment, and where can I get them?	
--	--

Who else may be involved?

Are there other people who need to be involved in this assessment process?	
Who are they?	
What are their roles?	

How will we know if the process is complete?

What will happen once we have completed this assessment process and the workbook has been handed in?	
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What if?

What if I am not ready to be assessed?	
What if I have a special need e.g. a translator or I struggle to write?	
What if I get sick on the day of assessment?	
What if I am not happy with the assessor's decision?	

Assessment Feedback

1st assessment feedback will take place as follows:	Date	Time	Place
Re-assessment will take place as follows:	Date	Time	Place
What will be re-assessed			
Resources to bring for re-assessment:			
Other arrangements in terms of re-assessment:			
What will happen if you are still not declared competent after two assessments:			
2nd assessment feedback will take place as follows:	Date	Time	Place
Other administration to be completed and signed off:	Facilitation evaluation form	Assessment process evaluation form	Statement of results and declaration of competence
Date:			
Sundry information:			

Section 1 - Formative Assessment Activities

F116113.1 – Company Rules and Regulations

- ✓ **Group exercise (SO1AC101)**
- ✓ Time to spend on this activity: 30 minutes
- ✓ Form 4 groups. Do this by assigning everyone a number from 1 to 4. All the “ones” form one group, all the “twos” form the next group, all the “threes” form the third group and all the “fours” form the fourth group.
- ✓ When you are in your groups, elect one person to be the group’s scribe (the person who will write down the points of your discussion), elect one person to be the group’s time-keeper (this person reminds the group that they are running out of time for the exercise) and one person who will be the group’s reporter (the person who will explain your findings to the class).
- ✓ Two groups discuss the procedure that they think should be followed when an employee is dissatisfied. The other two groups discuss the procedure that they think should be followed if the employer is dissatisfied. Use the table provided below to capture your answers. Remember, a procedure is a step-by-step process. Start at what you think should happen first, and then work your way through to the point where the problem is resolved.

PROCEDURE TO FOLLOW WHEN EMPLOYEE IS DISSATISFIED	PROCEDURE TO FOLLOW WHEN EMPLOYER IS DISSATISFIED

- ✓ When the time is finished the facilitator will ask each reporter to present their group's findings. Are there some steps in the procedure which you left out? Do you agree with the other team? Debate the importance of what you feel are the essential steps in the procedure, explaining why you think they should not be left out.
- ✓ Capture the final steps that you think should be in place in the new table provided below. Remember to capture both sides of the table following the reporter's presentations.

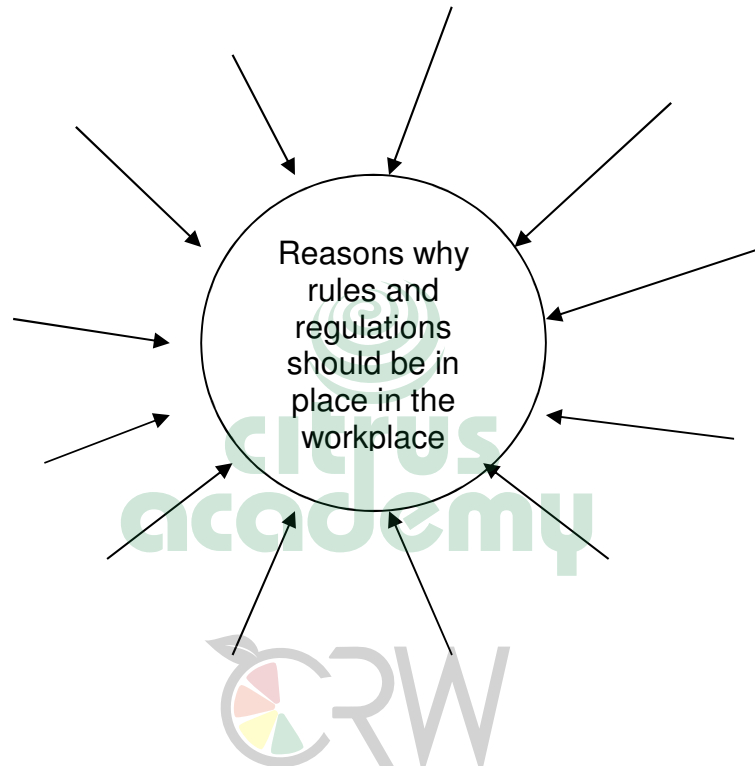
PROCEDURE TO FOLLOW WHEN EMPLOYEE IS DISSATISFIED	PROCEDURE TO FOLLOW WHEN EMPLOYER IS DISSATISFIED

- ✓ Congratulations! You have, together, developed your own first business procedure! Use this technique to develop further procedures when you start your farming operation. Can you see that it is easier to develop rules and regulations in a group? It is also wise to include both employees and employers in the process of developing rules, regulations and procedures. In that way the employees feel that the rules and regulations are fair and that they are being included in the process.
- ✓ In fact, your facilitator was part of developing the rules and regulations for this company! Ask him about how he felt being a part of the process of developing the company rules.

F116113.2 – Value of Human Resource Policies

- ✓ **Group exercise (SO1AC102)**
- ✓ Time to spend on this activity: 30 minutes
- ✓ Form 4 groups. Do this by assigning everyone a number from 1 to 4. All the "ones" form one group, all the "twos" form the next group, all the "threes" form the third group and all the "fours" form the fourth group.

- ✓ When you are in your groups, elect one person to be the group's scribe (the person who will write down the points of your discussion), elect one person to be the group's time-keeper (this person reminds the group that they are running out of time for the exercise) and one person who will be the group's reporter (the person who will explain your findings to the class).
- ✓ Each group discusses the reasons why rules and regulations should be in place in the work environment. Think of as many reasons as you can. Capture your responses in the mind map provided below.



- ✓ When the time is finished the facilitator will call on each group's reporter to share the group's result with the class. Are there some good reasons that you did not think of? Add these to your mind map.

F116113.3 – Value of Human Resource Policies

- ✓ **Group exercise (SO1AC102)**
- ✓ Time to spend on this activity: 60 minutes
- ✓ Form 2 groups. The facilitator will choose two team leaders. Each leader then has a turn to choose a group member into his/her team until all the class members have been allocated to a team. One team is designated "The Employers", the other team is designated "The Employees".
- ✓ When you are in your groups, elect one person to be the group's scribe (the person who will write down the points of your discussion), elect one person to be the group's time-keeper (this person reminds the group that they are running out of time for the exercise) and one person who will be the

group's reporter/negotiator (the person who will explain your team's view to the other team and negotiate your point of view).

- ✓ Now, working in your teams decide on the rules and regulations that each group feels is important to put in place for a happy, productive, fair and rewarding work environment on the farm. Your task as "Employers" and "Employees" is to determine those rules and regulations that you feel are important to ensure that the tasks of the farm get done, to the right quality in the most efficient (no wastage) and effective (doing the things in the right way) way.
- ✓ Use the table below to capture your respective answers. The discussion should take about 20 minutes. Work quickly and keep track of time.

RULES IMPORTANT TO EMPLOYERS	RULES IMPORTANT TO EMPLOYERS

- ✓ When the time is finished, the "negotiators" from each team represent their "expectations" of rules and regulations to the other team. Let each "negotiator" finish his/her presentation without interrupting. If you (in the other team) disagree with a rule or regulation, make a note. After each presentation, get back into your respective groups and discuss those rules and regulations of the other team that you agree with, and then improve on, or amend some rules you feel are unfair or impossible under the circumstances.
- ✓ Then each negotiator has a turn to express these "concerns" to the other group. Can you arrive at a final set of rules to which both the "Employers" and "Employees" agree?

Without going on strike or fighting with each other!

- ✓ Capture the final rules of the opposite team in the table above, so that you all have both the "Employers" and "Employees" rules in your workbooks. Who knows, you may need them one day!
- ✓ Can you see that the expectations of "Employers" and "Employees" often differ on very fundamental issues? It is therefore important to always try and see the situation from the other's perspective, and to

communicate grievances in a safe and transparent manner creating an atmosphere where both parties genuinely want to resolve the issues to both parties' satisfaction.

F116113.4 – Non-compliance

- ✓ **Individual exercise (SO1AC103)**
- ✓ Time to spend on this activity: 20 minutes
- ✓ Name 4 reasons why it is important to adhere to and respect the rules and regulations of the workplace.

F116113.5 – Labour Legislation

- ✓ **Group exercise (SO2AC201-203)**
- ✓ Time to spend on this activity: 40 minutes
- ✓ Form 4 groups. Do this by assigning everyone a number from 1 to 4. All the "ones" form one group, all the "twos" form the next group, all the "threes" form the third group and all the "fours" form the fourth group.
- ✓ When you are in your groups, elect one person to be the group's scribe (the person who will write down the points of your discussion), elect one person to be the group's time-keeper (this person reminds the group that they are running out of time for the exercise) and one person who will be the group's reporter (the person who will explain your findings to the class).
- ✓ When you are in your groups discuss the negative consequences of contravening the legislation and the positive outcomes of adhering to the legislation that corresponds to your group number below. Think of as many negative and positive consequences as possible for both employers and employees. Use the table provided below to capture your answers.
- ✓ **Groups:**
 1. The Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997)
 2. Employment Equity Act, 1998 (Act No. 55 of 1998)
 3. Labour Relations Act, 1995 (Act No. 66 of 1995)
 4. Skills Development Act, 1998 (Act No. 97 of 1998)

LEGISLATION TITLE:	
NEGATIVE CONSEQUENCES	POSITIVE CONSEQUENCES

- ✓ When the time is finished the facilitator will ask the reporter of each group to report back on the results of the group work. Can you see that it is important and often beneficial to adhere to the rules and regulations that the government have laid down in the field of Human Resources?

F116113.6 – Job Descriptions

- ✓ **Group exercise (SO3AC301)**
- ✓ Time to spend on this activity: 30 minutes
- ✓ Form 4 groups. Do this by assigning everyone a number from 1 to 4. All the “ones” form one group, all the “twos” form the next group, all the “threes” form the third group and all the “fours” form the fourth group.
- ✓ When you are in your groups, elect one person to be the group’s scribe (the person who will write down the points of your discussion), elect one person to be the group’s time-keeper (this person reminds the group that they are running out of time for the exercise) and one person who will be the group’s reporter (the person who will explain your findings to the class).
- ✓ Imagine you have a received funding from the Department of Land Affairs to buy a farm of your choice. You decide to buy a mixed enterprise farm (livestock and crop production). There is a need to employ new staff members. Discuss within your groups and list 3 different employees that need to be employed. After finishing the list of people to be employed, write down all their roles and responsibilities in your workplace. These duties will be included in their contracts.

Employee 1

Employee 2

Employee 3

- ✓ It is important that employees and employers share the same goals to make their workplace successful. Some employees are reluctant to perform tasks which are not included in their contract agreements. It is their right to do so. Choose one of the designated tasks from your lists above and discuss the

negative consequences or outcomes to the farm if the employee should refuse to perform that particular piece of work.

F116113.7 – Job Advertisement

- ✓ Individual homework exercise (SO1AC301)
- ✓ Time to spend on this activity: 2 hours
- ✓ Find a local newspaper and choose a job advertisement which has been advertised in that newspaper. Write down the job description for that particular job and paste the advert in the space provided below.

Job description for:

Paste the advert here:

F116113.8 – Contracts and Agreements

- ✓ **Group exercise (SO3)**
- ✓ Time to spend on this activity: 30 minutes
- ✓ Form 4 groups. Do this by assigning everyone a number from 1 to 4. All the “ones” form one group, all the “twos” form the next group, all the “threes” form the third group and all the “fours” form the fourth group.
- ✓ When you are in your groups, elect one person to be the group’s scribe (the person who will write down the points of your discussion), elect one person to be the group’s time-keeper (this person reminds the group that they are running out of time for the exercise) and one person who will be the group’s reporter (the person who will explain your findings to the class).
- ✓ When you are in your groups try and think of as many examples as possible of where contracts may become part of your farming enterprise. List the examples in the table provided below. Discussions should not take more than 20 minutes. Work quickly and keep track of time. Clue: Start to think of all the different inputs required for your enterprise, then think of the production aspects/activities of the farming operation, and lastly think of the marketing aspects of your enterprise. Where during these phases of production may contracts become necessary? Who are the parties who will most likely be involved in the contract?

- ✓ When the time is finished the facilitator will ask each reporter to report back on the discussion of the group. Were there some cases where contracts may be necessary that you did not think of? Include these in the list above.

F116113.9 – Health and Safety

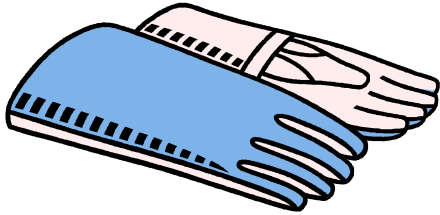
- ✓ **Group exercise (SO4AC401)**
- ✓ Time to spend on this activity: 40 minutes
- ✓ Form 4 groups. Do this by getting up and joining other learners who are wearing a predominant colour that is similar to the predominant colour you are wearing. If the groups are too large or too small the facilitator may move people around to other groups. When ready, the facilitator will assign each group a number from 1 to 4.
- ✓ When you are in your groups, elect one person to be the group's scribe (the person who will write down the points of your discussion), elect one person to be the group's time-keeper (this person reminds the group that they are running out of time for the exercise) and one person who will be the group's reporter (the person who will explain your findings to the class).
- ✓ Each group discusses the farming activity below that corresponds to their group number and captures their answers to questions a, b, c and d on a large sheet of paper for reporting purposes (Discussions should not take more than 20 minutes – work quickly and keep track of the time):
- ✓ Groups
 1. Cattle farming
 2. Maize farming
 3. Chicken farming
 4. Vegetable farming
- ✓ Questions
 - a. Write down as many inputs for this farming type as you can think of.
 - b. Write down as much equipment required for this farming type as you can think of.
 - c. Write down as much infrastructure required for this farming type as you can think of.

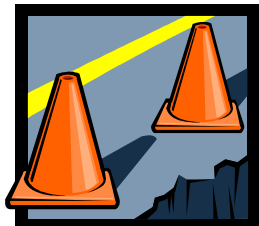
- d. Knowing what the inputs, equipment and infrastructure for this farming type are, write down as many hazards or dangers that you can think of in this farming type.
 - e. Explain the need for keeping safety equipment in the workplace, and place where each of the safety equipment can be located in the workplace.
 - f. Explain the need for regular checking and maintenance of the of the safety equipment.
 - g. How can this safety equipment be maintained? Give examples of at least 5 types of equipment.
- ✓ When the 30 minutes discussion time is finished, the groups get together again and each group's reporters report back on their task to the class. Each reporter has 3 minutes (Total 12 minutes).
 - ✓ Following the report back the facilitator leads a discussion regarding the hazards and dangers associated with farming.

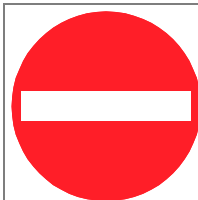
The image contains two logos. The top logo is for 'citrus academy', featuring a green spiral icon above the word 'citrus' in a lowercase, rounded font, with 'academy' in a similar font below it. The bottom logo is for 'CRW', featuring a stylized circular icon with four colored segments (red, yellow, green, and blue) and a leaf, followed by the letters 'CRW' in a large, grey, sans-serif font.

F116113.10 – Safety Equipment

- ✓ **Individual exercise (SO4AC402-403)**
- ✓ Time to spend on this activity: 20 minutes
- ✓ Write down in which circumstance on the farm you would use each of the safety items shown below:



- ✓ Remember, farming is a dangerous business. You are your own boss, and if you get hurt, you cannot run your business. This means extra costs for yourself, and the potential of losing your income. It is always better to be safe than to be sorry. Take care of yourself and others on your farm! Always try and imagine the worst possible scenario and then take the action required to prevent that scenario from ever happening. Never assume that people who you work with, or who come onto your farm know the safety precautions of your farm. Always put up signs, or tell people where to be careful and what to be careful of.

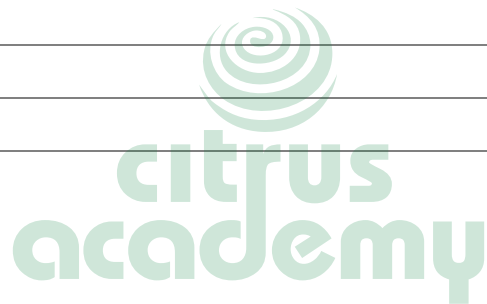
Your safety and the safety of those around you –

IS YOUR RESPONSIBILITY!

F116113.11 – Personal Hygiene

- ✓ **Group exercise (SO4AC404)**
- ✓ Time to spend on this activity: 20 minutes
- ✓ Form 4 groups. Do this by assigning everyone a number from 1 to 4. All the “ones” form one group, all the “twos” form the next group, all the “threes” form the third group and all the “fours” form the fourth group.
- ✓ When you are in your groups, elect one person to be the group’s scribe (the person who will write down the points of your discussion), elect one person to be the group’s time-keeper (this person reminds the group that they are running out of time for the exercise) and one person who will be the group’s reporter (the person who will explain your findings to the class).
- ✓ Discuss the requirements for quality of the products listed below corresponding to the number of your group. Try and think of all the things that are important to you as a consumer. Be discerning (strict). Say to yourself, “For my money, I believe this product should provide me _____. If not, I will take it back, and ask for a refund!” You have ten minutes (5 minutes for each product). Work quickly and keep track of time.
- ✓ Groups
 1. Eggs and wool
 2. Meat and apples
 3. Amasi and chicken
 4. Leather and milk
- ✓ When the time is up, the reporter presents the results of the group to the class. Each reporter has 3 minutes.

Quality requirements of products:



Section 2 - Summative Assessment

Knowledge Questionnaire

1. AC101: In a working environment, why is it important to have rules, policies, procedures and regulations? Mention two points.

2. AC101: Supposing that you are a manager of a company and one of your employees reports a sexual harassment case to you. What type of basic procedures would you follow to deal with this matter, grievance procedure or disciplinary procedure? Briefly describe the steps involved in this process.

3. AC101: One of your employees is using your vehicle without your consent, coming to work drunk and arriving late at work. Explain a type of procedure you would follow to deal with this matter. Would you use a grievance procedure or a disciplinary practice? Explain in your own understanding how you would apply this procedure.

4. AC102: List three examples of rules and regulations that may be put in place in a work environment.

5. AC103: Why is it important to adhere to and respect rules and regulations of the work place? Mention two points.

6. AC201: List two government laws and regulations that are created to protect both agricultural employers and employees in their labour practices.

7. AC202: Write one consequence of adhering and one consequence of failing to adhere to each of the following legislations.

Employment Equity Act, 1998 (Act No. 55 of 1998)	Skills Development Act 1998 (Act No. 97 of 1998)
Consequences of keeping the legislation:	Consequences of keeping the legislation:
Consequences of not keeping the rule:	Consequences of not keeping the rule:

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8. AC202: Before signing a contract it is important that you make sure that it is done in writing, the contract is accurate, if you do not understand some of the things of the contract you must get clarification from the experts and that you must speak to the other party regularly (true/false)

9. AC203: Farm workers must be paid for every hour work or for part of the hour worked. True or False?

10. AC301: Discuss the need for a job description if you are being employed.

11. AC302: Define a legal contract and explain what types of persons can be involved in a legal contract.

12. AC302: Mention two types of contracts.

13. AC302: List two tips or important things that must be considered when one enters into a contractual agreement.

14. AC304: Personnel evaluation should be done in the workplace in the manner that will grow the employee instead of demoralizing that particular individual. True or False

15. AC401: Give three examples of health and safety hazards that can occur in a farming environment.

16. AC402: Safety signs are not important in the workplace if you employ clever employees. True or False

17. AC403: Discuss the importance of periodical checking of safety equipment in the workplace.

18. AC404: List three sources of contamination of milk.

19. AC404: Discuss the requirements for quality of eggs and milk.

Section 3 – Marking Matrix

Unit Standard	SO / AC	Specific Outcome / Assessment Criteria	Met Requirements? Y / N	Feedback and Comments
116113	SO1	Demonstrate an awareness and basic understanding of the farm's Human Resources policy with specific reference to rules and procedures.		
116113	AC101	An understanding of disciplinary rules and grievance procedures at farm level is demonstrated.		
116113	AC102	An understanding of the value of a human resource policy and that access to it is known is demonstrated.		
116113	AC103	The implication(s) of non-compliance of company rules and procedures are explained.		
116113	SO2	Explain and identify labour legislation applicable to the work situation.		
116113	AC201	An understanding of labour legislation that is relevant and applicable at the workplace with specific reference to working hours, remuneration, safety, holidays, etc. is demonstrated.		
116113	AC202	An understanding of the implication(s) of not complying with labour legislation is demonstrated.		
116113	AC203	An ability to explain employment rights and responsibilities is demonstrated.		
116113	SO3	Explain and interpret contracts and agreements applicable at the workplace.		
116113	AC301	An understanding is demonstrated of the need for job descriptions and the contents of it.		

116113	AC302	An understanding is demonstrated of the value of a contract - should be able to explain it and interpret it.		
116113	AC303	An understanding is demonstrated of the need for performance agreements and the functioning of such a system.		
116113	AC304	An understanding is demonstrated of the need for personnel evaluation and the evaluation process.		
116113	AC305	An understanding and awareness of all other Agreements relevant to the work situation is demonstrated.		
116113	SO4	Explain and adhere to health and safety rules and practices.		
116113	AC401	An understanding of the need and value of Health and Safety rules and procedures is demonstrated.		
116113	AC402	An awareness of the location of safety equipment is demonstrated.		
116113	AC403	An awareness of the importance of the periodical checking of safety equipment is demonstrated.		
116113	AC404	Personal hygiene practices are identified, described and interpreted.		
116113	eeek5	xxx	???	
116113	eeek6	xxx	???	
116113	ccfo2	Teamwork	???	
116113	ccfo4	Information evaluation	???	
116113	ccfo7	Inter-relatedness of systems	???	
116113	ccfo8	Self-development	???	
Feedback to learner:				
Feedback from learner:				