

ASSESSMENT GUIDE FOR ASSESSORS & FACILITATORS

Industry Overview

Level 4

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Title:		Give an Overview of the Industry Structure					
Applied Title:		Give an Overview of the Industry Structure					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Industry Overview					
Context:		Citrus Production					
US No:	116286	Level:	4	Credits:	2	Notional Hours:	20
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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:	116286	Level:	4	Credits:	2
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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	Learner Assessment Contract	Before delivery of program
2	Learner Declaration of Authenticity	Before delivery of program
3	Diagnostic Assessment of Learning Assumed to be in Place	Before delivery of program
4	Assessment Plan for Gathering of Evidence	Before delivery of program
5	Learner Formative Assessment Activities	During delivery of program, assessment after delivery of program
6	Learner Summative Assessment Quiz	After delivery of program
7	Integrated Summative Assessment Tool	After delivery of program
8	Re-assessment Procedures	After completion of assessment
9	Documentation	After completion of assessment
10	Administration and Completion of Portfolio of Evidence	After completion of assessment

Step 1

Pre-Assessment Briefing and Checklist

A pre-assessment briefing for learners is held before the delivery of the program. Use the checklist below to ensure that all these points are addressed and discussed with the learners.

Pre-Assessment Briefing Checklist		
	√	X
Organise resources – people, equipment, venue, etc.		
Explain the purpose of the assessment		
Discuss the standards or criteria to be used		
Discuss assessment roles and accountabilities		
Decide on assessment venues		
Negotiate evidence required, and where or how this evidence may be gathered		
Explain the methods of assessment that will be used during the gathering and summing up of evidence		
Negotiate the date of submission for the activity workbook and the date for the summative assessment		
Discuss resources required for the assessment e.g. equipment, materials, etc.		
Explain the procedure if the learner is found to be not yet competent		
Explain the appeal and review procedures		
Identify any potential learning barriers and negotiate strategies to overcome these		
Complete and sign the assessment plan with the learner		

The learner and assessors must sign the **Learner Contract** in the learner assessment guide.

Step 2

Learner Declaration of Authenticity

The learner is requested to complete and sign the Declaration of Authenticity in the learner assessment guide. This should be checked and co-signed by the assessor.

The format is as reflected in the learner assessment guide.



Step 3

Diagnostic Assessment of Learning Assumed to be in Place

In the learner assessment guide, the learner is asked to indicate whether they have completed the learning assumed to be in place as prescribed by the unit standard.

The assessor must guide the learners through this step, explaining in detail the content of the mentioned learning areas, because names of learning programs do not always agree with the names of the unit standards, and learners might indicate the incorrect information.

If learners indicate that they have not yet completed the mentioned unit standards, the assessor should prescribe an action plan to allow the learner to obtain the skills required by recommending additional training, competence portfolios, or the relevant RPL assessment for the given unit standards.

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



Step 4

Assessment Plan for Gathering of Evidence

A pro-forma assessment plan for this unit standard has been drafted in the learner assessment guide. Explain the plan to the learner and complete the dates and signatures as indicated.

The format for the assessment plan is as reflected in the assessment guide for learners. Please read it and familiarise yourself with its content. Make a note of the dates agreed upon in the table provided below.

Learner and Assessor Assessment Plan		
Unit Standard	Give an Overview of the Industry Structure	
Registration Number	116286	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Summative Assessment Quiz	
Step 7	Integrated Summative Assessment	
Step 8	Re-Assessment Procedures	
Step 9	Documentation	
Step 10	Administration and Completion of Portfolio of Evidence	

Step 5

Learner Formative Assessment Activities

The learner assessment guide contains comprehensive activities and worksheets that the learner must complete during the delivery of the learning program. It is imperative that these activities be completed as part of the learning process in order to give the learner the opportunity to develop the skills, knowledge and attitudes that are required for competence.

Learners must complete all the activities in the workbook.

Learners must be encouraged to take control of their learning by indicating areas in the workbook where they experience difficulty.

The learner hands in the learner assessment guide to the assessor or the facilitator, only if the facilitator is a subject matter expert, for the assessment of the formative assessment activities. The assessment of these activities must be done according to the prescribed benchmarks and according to the following marking matrix.

The learner should not move on to the next step before this step has been completed and learners show sufficient capacity and readiness for summative assessment. If problems areas are identified, the learner should be guided with a developmental action plan, which is documented separately and signed by the learner, the facilitator and the assessor.

Model answers are provided below.



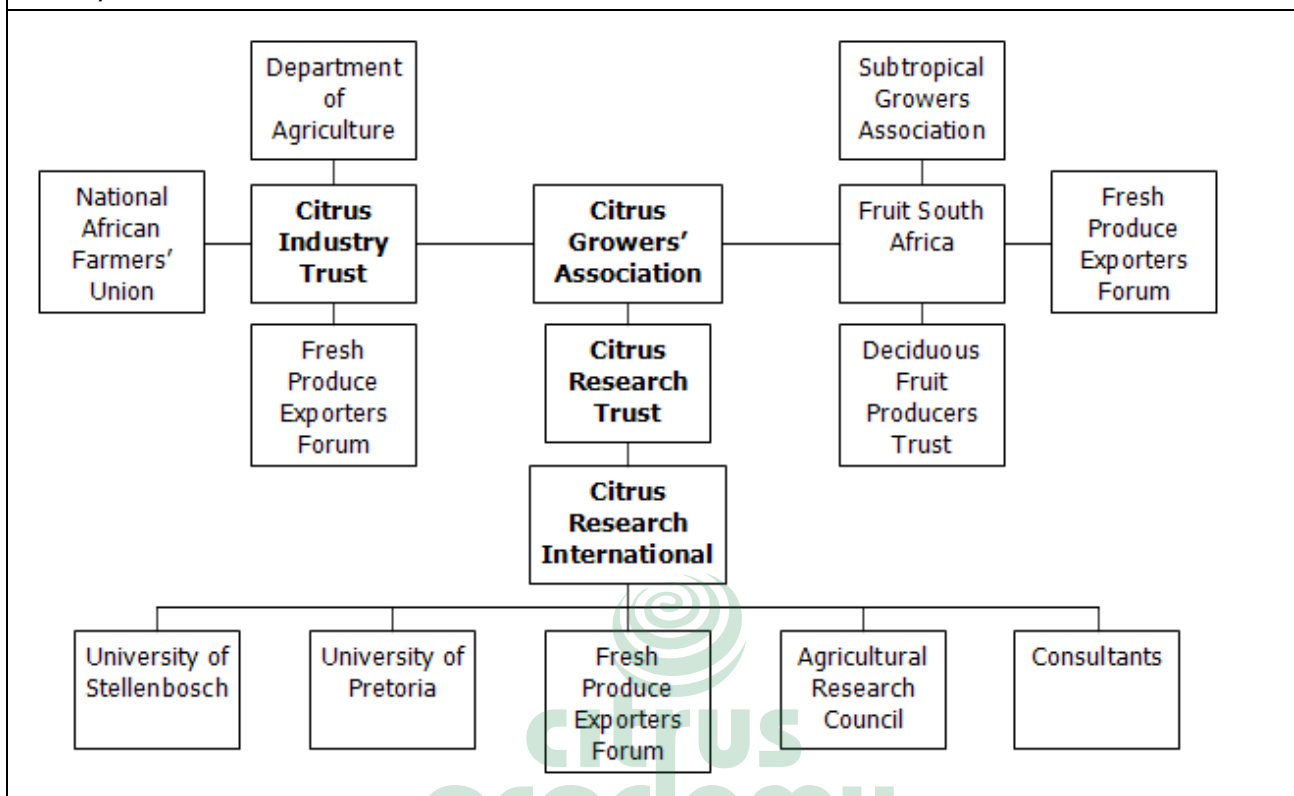
Activity 1 – Flow Diagram

Draw a flow diagram about the development of the citrus industry from 1906 to the present.



Activity 2 – Organisational Diagram

Draw an organisational diagram to explain the relationships between the different role-players in the citrus industry.



Activity 3 – Research Project

Find out which publications does the farm where you work on or where you are completing your practical learning subscribe to, or receive on a regular basis. List the publications below and indicate the type of information contained in them.

As per context.

Activity 4 – Worksheet

Complete the worksheet below in your own words.

What is the role of the Department of Agriculture, Forestry and Fisheries in the citrus industry?

The participation of government is achieved largely through two of the five branches that report to the Director General of the Ministry for Agriculture, Forestry and Fisheries. These two are Agricultural Economics and Business Development, and Agricultural Production and Resources Management.

Various programmes fall under these branches, the most relevant to the export citrus industry being Agricultural Production and National Regulatory Services. The latter is responsible for Food Safety and Quality Assurance, Plant Health and Quarantine, and Inspection Services. Small-scale production of citrus primarily for local consumption aimed at creating opportunities for income generation for marginalised individuals is assisted and facilitated primarily through the directorates of Food Security and Rural Development, and Finance and Cooperative Development.

What is the role of the PPECB in the citrus industry?

The PPECB acts as the assignee (agency) of the Department of Agriculture, Forestry and Fisheries in terms of the Agricultural Product Standards Act and is, amongst other things, responsible for the certification of quality standards.

What is the role of NAMC in the citrus industry?

The Marketing of Agricultural Products Act of 1996 empowered the establishment of the National Agricultural Marketing Council (NAMC). The mission of the NAMC is to advise the Minister of Agriculture, Forestry and Fisheries and directly affected groups on all agricultural marketing issues. Its core business is to provide timely and relevant information to its stakeholders. One of its key tasks over the past few years has been to investigate the effects of deregulation on food security and how deregulation has affected the wine, ostrich, red meat and dairy industries.

Activity 5 – Research and Present

Pick the name of an Act out of a hat, and do research about this Act. Give a five minute presentation to the rest of the class explaining what the Act is about and what its impact is on the citrus industry. Make key notes on your presentation below.

As per Act selected.

Activity 6 – Group Discussion

Discuss the following topics in your group and make keynotes for yourself on the conclusions that you reach.

How does research benefit the citrus industry?

Production is reliant on the collective inputs made by research and advisory entities and individuals. Research is conducted by various institutions, including Universities, industry research bodies and the Agricultural Research Council (ARC), all under the sponsorship of the CRI.

Researchers themselves provide production advice, together with the extension department of the CRI, private consultants and representatives of various product and service providers.

What type of research is done for the citrus industry?

Cultivar and rootstock research, fertilisation research, soil research, site selection, irrigation design and application, plant manipulation techniques, pest, disease, and weed control, organic production, financial impact studies, legislation impact studies and alterations to laws, labour relations, export concerns, plant improvement, etc.

Who conducts research for the citrus industry?

CRI, ARC, Tertiary Education Institutions

Activity 7 – Interview an Expert

Interview an expert on the farm where you work or where you are completing your practical learning, and find answers to the questions below.

Who supplies nursery trees and agrochemicals to the farm?

As per context

How were these suppliers chosen?

As per context

Are these suppliers affiliated with ACDASA, and is the nursery accredited by the CIP?

As per context

Who are ACDASA and AVCASA?

AVCASA (Association of Veterinary and Crop Associations of South Africa), is a Section 21 company, established in 1958 to represent companies involved in the crop protection and animal health products industry in South Africa. As an umbrella association with a board of

directors, AVCSA represents its three affiliate associations, namely:

- SAAHA (South African Animal Health Association)
- CropLife SA
- ACDASA (Agricultural Chemical Distribution Association of South Africa)

AVCSA promotes the interests of its members by:

- Representing them at all levels – consulting and negotiating with government and non-government organisations, organised agriculture and the private sector.
- Making representations regarding relevant legislation and registration procedures on their behalf.
- Providing guidelines for the classification, labelling, responsible handling and storage of products, occupational hazards and personal protection, as well as the disposal of waste and empty containers.
- Presenting training courses in crop protection, animal health and aerial crop spraying, and granting accreditation to successful candidates.
- Promoting the Industry by issuing informative publications and posters, as well as sponsoring and participating in training, educational and community upliftment projects.
- Maintaining international liaison as well as sound media and public relations.

What are the CIP and the CFB?

The CIP is the Citrus Improvement Program, which is aimed at ensuring that only plant material of the best quality is sold that is disease free. The CFB is the Citrus Foundation Block, from where all bud-wood used in nurseries must be sourced.

Why is it important that a citrus nursery must be accredited by the CIP?

The CIP certifies the origin of the bud-wood and the health of the plant material, which is a requirement under GlobalGAP.

Activity 8 – Research Project

If you were a business owner who has decided to build a new packhouse that will pack export fruit and which will have to liaise with transport companies and depots, who would you ask for advice and what considerations do you think you should take into account while planning the packhouse?

Packing – Packhouse design and operations advice is provided by a range of commercial service providers. Packing material is supplied by a number of carton and container manufacturers. Postharvest disease control programmes are offered by CRI. Inspection of products to assess compliance with minimum standards is carried out by private consultants, but official sanction of compliance to the requirements of importing countries and phytosanitary requirements is the domain of PPECB.

Transport and Logistics – Transport of fruit from packhouse to port is carried out either by road or rail. The Road Freight Association addresses all regulatory, legal and operational matters relating to road transportation. Its membership consists mainly of public road transporters, carriers and fleet owners of commercial goods vehicles. Note that citrus is not transported inland in refrigerated containers. Rail freight services are provided locally by Spoornet, a subsidiary of Transnet.

Forwarding – Forwarding and documentation for export fruit involve the South African Revenue Services (Customs), Transnet (in the form of the National Ports Authority and SA Port Operations), PPECB, and the Department of Agriculture, Forestry and Fisheries. All of these organisations require documentation before they will approve a product for export. Forwarding agents, commonly known as “logistics service providers”, are used to assist with the process of forwarding. The process of forwarding also involves the disbursement of monies on behalf of their clients, which they recover later, and the provision of information to their clients.

Cold Stores, Terminals and Depots – Cold stores, terminals and depots provide services critical in the trade chain for accumulating, staging and managing the movement of product from road or rail transport to vessel. The four specialised reefer terminals used are those at Cape Town, Port Elizabeth, Durban and Maputo. The company Fresh Fruit Services is the dominant provider of these services.

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116286 – Level 4

	<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: Explain the historical and current framework structure of the industry.</i> <i>Range:</i> Industry structures include but are not limited to important individuals, enterprises and enterprise types, associations, groupings, local, regional, provincial or national government departments, unions, research organisations and NGOs	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
<i>Specific Outcome 2: List media published from time to time within, for, about, on and on behalf of the industry.</i> <i>Range:</i> Media include but are not limited to electronic or digital media (SMS, radio or television broadcasts, email, internet, newsgroups, DVD, video, CD), paper media (books, trade and technical periodicals), discussion groups and forums, agendas, minutes, newspapers, magazines	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
<i>Specific Outcome 3: List all relevant government departments that affect the specific industry.</i> <i>Range:</i> Government departments include but are not limited to local,	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the	As per model answer sheet	

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116286 – Level 4

	<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>
regional, provincial and national government departments and structures relating to any and all facets of the industry			supervisor / coach / mentor or facilitator in learner Workbook		
Specific Outcome 4: Name all legislation pertaining to the specific industry. <i>Range:</i> Legislation pertaining to the industry includes, but is not limited to those related to production, marketing, administration, public relations, finances, human resources, taxation, local, regional and national affairs. Legislation includes but is not limited to rules, regulations, Acts, governmental notices, Administrator's notices, legal written or spoken instructions by officials, signage and indicators	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
Specific Outcome 5: Name and describe supportive resources, associations, groups, networks and services available to assist members of the industry. <i>Range:</i> Supportive resources include but are not limited to Associations, unions, action or lobby groups, networks or services	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116286 – Level 4

	<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: Describe the various relationships within the industry as well as between the specific industry and its components and others within and outside of the sector. <i>Range:</i> Relationships include but are not limited to agreements (verbal or written), contracts, constitutions and ownership. The importance of a component includes but is not limited to social, economic (financial, employment, public relations), political, organisational importance	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
US CCFO: Identifying	Attends all lessons, activities, practical and completes activities and workbook as per instructions	Attendance register and facilitator report	Learner must at least be present and no negative commentary about the learner should be made in the facilitator report.	N/a	
US CCFO: Working					
US CCFO: Organising					
US CCFO: Communicating					
US CCFO: Science					
US CCFO: Demonstrating					
US CCFO: Contributing					
US CCFO: Identifying					

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



Step 6

Learner Quiz Design

- 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 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 learners with an example or advertisement (real estate) of a farm and use this example to complete the assessment. The example should be related to the local area which learners are familiar with.
- The goal is for learners to assess how suitable the farm is in all aspects, thus considering on-farm resources and location of the farm to for example packhouses, distribution points, market, and accessibility for vehicles.
- 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:	116286	NQF Level:	4
Learner Name			

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

Question	Criteria	Competent	Not Yet Competent
Explain the historical and current framework structure of the industry.	Appropriateness of questions Completeness of questions (5 questions) Performance of opposite group in answering questions		

Question	Criteria	Competent	Not Yet Competent
List media published from time to time within, for, about, on and on behalf of the industry.	Appropriateness of questions Completeness of questions (5 questions) Performance of opposite group in answering questions		
List all relevant Government Departments that affect the specific industry.	Appropriateness of questions Completeness of questions (5 questions) Performance of opposite group in answering questions		
Name all legislation pertaining to the specific industry.	Appropriateness of questions Completeness of questions (5 questions) Performance of opposite group in answering questions		
Name and describe supportive resources, associations, groups, networks and services available to assist members of the industry.	Appropriateness of questions Completeness of questions (5 questions) Performance of opposite group in answering questions		
Describe the various relationships within the industry as well as between the specific industry and its components and others within and outside of the sector.	Appropriateness of questions Completeness of questions (5 questions) Performance of opposite group in answering questions		



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	116286		
Program Date(s)			
Surname			
First Name			
Company Name			
Job / Role Title			
Home Language			
Gender	Male	Female	
Race	African	Coloured	Indian/Asian White
Employment	Permanent	Non-permanent	
Disabled	Yes	No	
Date of Birth			
ID Number			
Contact Telephone Numbers			
Email Address			
Postal Address			

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116286 – Level 4

<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
<i>Specific Outcome 1: Explain the historical and current framework structure of the industry.</i> <i>Range:</i> Industry structures include but are not limited to important individuals, enterprises and enterprise types, associations, groupings, local, regional, provincial or national government departments, unions, research organisations and NGOs	Summative Quiz Design and Answer	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 2: List media published from time to time within, for, about, on and on behalf of the industry.</i> <i>Range:</i> Media include but are not limited to electronic or digital media (SMS, radio or television broadcasts, email, internet, newsgroups, DVD, video, CD), paper media (books, trade and technical periodicals), discussion groups and forums, agendas, minutes, newspapers, magazines	Summative Quiz Design and Answer	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116286 – Level 4

<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
<i>Specific Outcome 3: List all relevant government departments that affect the specific industry.</i> <i>Range:</i> Government departments include but are not limited to local, regional, provincial and national government departments and structures relating to any and all facets of the industry	Summative Quiz Design and Answer	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 4: Name all legislation pertaining to the specific industry.</i> <i>Range:</i> Legislation pertaining to the industry includes, but is not limited to those related to production, marketing, administration, public relations, finances, human resources, taxation, local, regional and national affairs. Legislation includes but is not limited to rules, regulations, Acts, governmental notices, Administrator's notices, legal written or spoken instructions by officials, signage and indicators	Summative Quiz Design and Answer	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116286 – Level 4					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 5: Name and describe supportive resources, associations, groups, networks and services available to assist members of the industry. <i>Range:</i> Supportive resources include but are not limited to Associations, unions, action or lobby groups, networks or services	Summative Quiz Design and Answer	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 6: Describe the various relationships within the industry as well as between the specific industry and its components and others within and outside of the sector. <i>Range:</i> Relationships include but are not limited to agreements (verbal or written), contracts, constitutions and ownership. The importance of a component includes but is not limited to social, economic (financial, employment, public relations), political, organisational importance	Summative Quiz Design and Answer	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116286 – Level 4

<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	<i>Foundational and Embedded Knowledge</i>	<i>Practical Skills, Underpinning Knowledge and Reflexive Competence</i>			
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Basic comprehension and understanding of the industry 2. All legal implications of the individual's participation and involvement in the industry 3. Implications of networking and associating within the industry, within the sector and across industries and sectors, including access to support 4. Impact of his own operation on the industry and its structures, the sector, other sectors and society 5. The purpose of the industry structures, media, networks and resources			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	
Issues	Comments
Did the assessment go according to plan?	
Did anything unexpected happen?	
Were you pleased with the assessment decision; i.e. was it what you expected?	
How could the process have been carried out more efficiently?	
How could the process of assessing the knowledge be improved?	
How could the Performance Observation checklist be improved?	
Was the evidence you gathered sufficient to make a judgment of competence?	
Was the way you obtained feedback from the learner effective?	
Were you pleased with the way you communicated your decision to the learner? If not, how could this have been improved?	
How would you improve the assessment process?	

Any learner has the right of appeal against any not-yet-competent decision by the assessor. If the learner wishes to appeal, please assist him / her to complete the form below.

Appeal Form			
I hereby appeal against the outcome of my assessment.			
Date:			
Learner's Name:			
Assessors Name:			
Organisation:			
Assessment Details: Criteria, role, standards Used, etc.			
Issue to be Reviewed:			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 10

Administration and Completion of Portfolio of Evidence

All the documents or copies thereof, as prescribed previously, must be kept on file as part of the learner portfolio of evidence.

Learner's portfolio of evidence must be readily available for internal and external moderation and verification by the appropriate practitioners, until after the verification process has taken place. The portfolio of evidence may then be kept or returned to the learner according to the service provider's policy.

The prescribed learner results form should be submitted to the ETQA or the National Learner Database as per the SETA procedure.

