

ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

Irrigation

Level 2

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Title:		Operate and Maintain Specific Irrigation Systems					
Applied Title:		Operate and Maintain Irrigation Systems Specific to Citrus Orchards					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Irrigation					
Context:		Citrus Production					
US No:	116066	Level:	2	Credits:	3	Notional Hours:	30
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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

This material is aimed at learners wishing to complete this unit standard. The 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 is designed to be used by the learner with guidance from a facilitator and a trained assessor to develop competence in all knowledge, skills and attitudes required by this unit standard.

This guide contains step-by-step instructions for the assessment process. These 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	Learning Assumed to Be in Place	Before delivery of program
4	Learner Assessment Plan for Gathering of Evidence	Before delivery of program
5	Assessment Activity Workbook	During delivery of program, assessment after delivery of program
6	Knowledge Questionnaire	After delivery of program
7	Attitudes and Attributes Assessment	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

Learner Assessment Contract

The assessor and / or the facilitator holds a pre-assessment briefing with you before the learning program starts in order to guide you and assist you to make sure that you understand exactly what is expected from you in order to become competent in this learning module.

As part of the pre-assessment briefing, the learner assessment contract must be signed. The assessor will assist you and explain the agreement to you in detail.

Learner Assessment Contract	
Learner's Name:	
Assessor's Name:	
Unit Standard:	116066
Your rights as a learner are: 1. You have a right to appeal against any judgment given as a result of any assessment. You must have valid reasons for doing this. 2. You have the right to an interpreter if you need one. However, if one of the learning assumptions for the unit standard is that you are competent within the language of assessment, you may not have an interpreter. 3. You can ask that an impartial observer attend any assessment. This observer may not take any part in the assessment. 4. If you do not agree with the assessment, you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment you can ask that the ETQA to perform an external moderation on the assessment. If any verification upholds the assessment findings, you will be held liable for all the costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be held liable for all cost of verification. 5. If during the assessment you are found not yet competent, your assessor will encourage you to master the areas where you have not reached competency. This will be recorded on a development plan. You are required to arrange with the assessor for a new assessment schedule. The assessor can only permit three such re-assessments. If a learner has not reached mastery after three additional attempts, the assessor reserves the right to remove you from the program.	
<u>Qualification</u> This standard leads to the award of credits for unit standard 116066. Once the assessment is complete application will be made to register and certify you for that standard with the AgriSETA. You may contact the assessor or facilitator at any time for information to assist you with further studies.	
<u>Confidentiality</u> Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by you, the learner, the facilitator(s), assessor(s), and moderator(s). No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process.	

Consent

I, the learner, hereby state that I have read the above and understood the contents thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan. I have requested this assessment of my own free will and without duress.

Learner's Signature		Date:	
Assessor's Signature		Date:	



Step 2

Learner Declaration of Authenticity

It is important that we make sure that each learner supplies original evidence completed by himself / herself and according to the level of knowledge and skill that he / she has acquired from the learning process.

Please sign the following declaration:

I hereby declare that the following documentary evidence is my own. I certify that the process followed was ethical and did not infringe on the copyright of any individual or organisation.			
Learner's Signature		Date:	
Assessor's Signature		Date:	



Step 3

Learning Assumed to Be in Place

Do you have all the knowledge and skills necessary to begin this learning process?

This is a level 2 module of learning, and we have to make sure that you have already learnt all the skills, knowledge and attitudes that you will need to use in this module. It will help you to understand and learn more easily in this module, and it is important that we know whether you are ready to move on.

Please look at the list of unit standards below of modules that you should have completed before undertaking this one. Tell us whether you have completed each of the unit standards or modules, and if you did, tell us when you learnt this.

If you need help in understanding this list, please ask the facilitator or assessor.

<i>NQF Level</i>	<i>Unit Standard Number</i>	<i>Learning Module Name</i>	<i>No, I Have Not Completed It</i>	<i>Yes, I Have Completed It</i>	<i>If Yes, When Did You Complete It?</i>
1 (ABET 4)		Literacy and Numeracy			
1	116202	Operate and maintain irrigation systems			
2	116060	Utilise and perform minor repair and maintenance tasks on implements, equipment and infrastructure			
Learner's Signature			Date:		
Assessor's Signature			Date:		

Step 4

Learner Assessment Plan for Gathering of Evidence

As the assessor has explained to you, the aim of an assessment is not to catch you out, but rather to help you develop all the skills, knowledge and attitudes that you need to move forward. It is important that you know what is expected from you and that you play an active role every step of the way.

Let us plan for the assessment together. Below are the steps that you have to work through in order to show that you are competent in this module. Check them carefully and discuss each step with the assessor. Agree with the assessor on the dates on which each step has to be completed or documents handed in. Write the dates in the right-hand column as a reminder.

Learner Assessment Plan		
Module / Unit Standard Name:		Apply Marketing Principles in Agriculture
Module / Unit Standard Registration Number:		116066
<i>Step Number</i>	<i>Step Description and Learner's Tasks</i>	<i>Completion / Submission Date</i>
5	Assessment Activity Workbook - In this step, you complete certain tasks in class or as homework. - It is important that you complete every task and understand why it is necessary, because it will help you to gain the knowledge, skills and attitudes that you need to be found competent in this learning module. - If there are things that you are unsure about, please ask the facilitator or the assessor to explain it to you again. - You hand in the completed workbook to the facilitator or assessor who will help you to check your progress. - The assessor or facilitator mark it and discuss areas that need more work with you.	
6	Knowledge Questionnaire - There are many important things that you need to remember about irrigation in order to be found competent in this learning module, and so that you can do your job well and move on to level three. - You have to complete a questionnaire to check if you have gained all this knowledge. - There is a detailed list of things that you need to know in this guide and examples of the types of questions that you could be asked. - Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you don't understand.	

7	Attitudes and Attributes Assessment - You have to develop very specific character traits and attitudes and have to be able to do very specific tasks to be competent in this learning module, be good in this job, and to be able to move on to level three. - Going out into the field, and showing and explaining certain skills and attitudes, is the most appropriate way for you to show that you are competent in the skills and attitudes that are needed. - You will have an opportunity to practice these tasks and develop these attitudes during your practical learning module. - There is a list of all the things that you would have to be able to show and explain in this guide. - Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you don't understand.		
8	Re-Assessment Procedure - What if the assessor tells you that you have not met the right standard or that you still need more evidence to prove your competence? - The assessor explains to you exactly what you need to do or learn to become competent. - You and the assessor and / or facilitator, develop an action plan together, and you may be granted a second or even a third opportunity to prove your competence. - Remember you have the right to appeal against the assessor's decision, if you feel it is unfair. There is a copy of the form in the back of this guide if you need it.		
9	Paperwork - If you have met the standard that is explained for each step of the process you will be found competent in this unit standard. - The assessor will discuss everything with you in detail and will ask you to fill in and sign forms throughout the process. - You will also be given an opportunity to write down any comments you might have on the assessment process. - Once the assessor has given you the final declaration of competence, you will be asked to give some feedback in order to help everyone to improve the learning and assessment process. - Please think carefully. It might really help other learners in the future.		
10	Administration and Completion of Portfolio of Evidence All the documents, or copies of them, must be kept on file as part of your portfolio of evidence.		
Into the Future - The assessor will discuss what happens next and when you will get a certificate of competence. - It is also important to remember that you learnt this module for a specific reason. Discuss with the assessor, facilitator, mentor, and / or coach how you can move forward in your career with this level of competence. - Also remember that the learning process never stops. Plan together with the assessor, facilitator, coach, and / or mentor what you need to learn next.			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 5

Assessment Activity Workbook

- The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- It is important that you complete all the activities and worksheets, as directed in the learner guide and at the time indicated by the facilitator.
- It is important that you ask questions and participate as much as possible in order to play an active roll in reaching competence.
- When you have completed all the activities and worksheets, hand this workbook in to the assessor who will mark it and guide you in areas where additional learning might be required.
- You should not move on to the next step in the assessment process until this step is completed, marked, and you have received feedback from the assessor.

Activity 1 – Checklist

Draw up a detailed checklist for yourself and / or the farm on which you will be performing your practical learning of everything that has to be checked prior to starting-up the pump system on a citrus farm. Ensure that you make provision for dates and signatures of the person who will be completing the checklist.

Activity 2 – Worksheet

Complete the worksheet below.

What will happen if you do not grease or oil the pump and motor?

Complete: The oil level must be between the _____ mark and _____ mark.

What should you do when the oil is discoloured?

Describe where the water level should be.

Describe what will happen if you start the pump and the water level is too low.

Name the five main components of an irrigation system and describe their main functions.

1.	
2.	
3.	
4.	
5.	

Give two reasons why filters must work properly.

Describe how you would check to see if the pump is primed.

Describe how you would prime the pump on your farm.

What could be the problem if it was not possible to prime the pump?

Activity 3 – Group Discussion

Have a group discussion on the start-up and shut-down procedures for the pump system on your farm. Discuss the following aspects:

- The importance of having proper procedures in place.
- The steps that would be taken during these procedures.
- The assessment of whether the pump is working in the way it should.
- The procedures to follow if the start-up and shut-down procedures do not go as planned and if the pump is not working as it should.

Make key notes for yourself.

Start-Up Procedure

Shut-Down Procedure

Activity 4 – Worksheet

Complete the worksheet below.

Why is it important to start and shut down the pump with the delivery valve closed?	
What does the following gauges measure?	
Volt Meter	
Amp Meter	
Pressure Gauge	
Flow Meter	
What is the following scenarios indicative of?	
$\text{Amps}_{\text{motor}} = \text{Amps}_{\text{norm}}$	
$\text{Amps}_{\text{motor}} > \text{Amps}_{\text{norm}}$	
$\text{Amps}_{\text{motor}} < \text{Amps}_{\text{norm}}$	
Describe how you would measure and regulate the pressure.	
When should inline filters be back-flushed?	

Activity 5 – Worksheet

Complete the worksheet below.

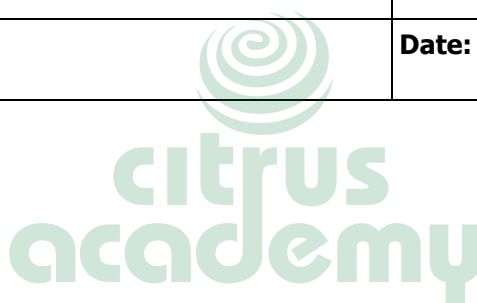
Describe each of the following terms in your own words:	
Dry spots	
Overlapping	
Over-irrigation	
Under-irrigation	
Describe step-by-step how you would implement the simple irrigation schedule below, starting at 07h00:	
<u>Irrigation Schedule</u> Stand Time: 2 hours 20 minutes Time to change valves: 10 minutes Number of blocks: 4	

[illegible]

Draw up a checklist for using, storing and maintaining the general tools that are required to maintain the irrigation system. These tools include pliers, wrenches, screwdrivers, spades and anything else you can think of.

[illegible]

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

Knowledge Questionnaire

You are now ready for step six of the assessment process, the knowledge questionnaire. Check your plan carefully to make sure that you prepare in good time.

You have to score an overall mark of at least 85% in this test in order to be found competent.

Inform the assessor if you have any special needs or requirements **before** the agreed date for the assessment test. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally. Please write your request down in your activity workbook on the front page and explain why you have made this request. Ask the assessor to sign next to your request to prove that they are aware of your special request.

Use this checklist to help you prepare for the test. These are examples of possible questions that might appear in the test. All the information you need was taught in the classroom and can be found in the learner guide that you received.

<i>Example Questions</i>	<i>I Have Revised This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain It Again</i>
Why is there a pre-start-up procedure for the irrigation system?		
Why is it important that the filters of the irrigation system be in a working condition?		
What is the purpose of the filters in the irrigation system?		
Why are the oil levels of the irrigation system thoroughly checked before starting up the irrigation system?		
What does it mean to prime a pump?		
Why are pumps primed?		
Why are there pressure control valves on an irrigation system?		
How do you know if the irrigation system is operating at the correct pressure?		
Name three problems that often occur while irrigating?		
What will happen if you encounter problems while irrigating?		
What is an irrigation schedule?		
Do all orchards always receive exactly the same amount of irrigation? Explain your answer.		
Why is an irrigation system shut down after irrigation?		
What happens if the tools used to maintain the irrigation system is not kept in the correct working condition?		
The assessor or facilitator has explained this step to me and I have revised these questions.		

Learner's Signature		Date:	
Assessor's Signature		Date:	

The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.



Step 7

Integrated Summative Assessment Tool

You are now ready for step seven of the assessment process, the practical assessment. Check your plan carefully to make sure that you prepare in good time.

- This part of the assessment requires you to go into the orchard and practically show the assessor that you can perform specific tasks correctly.
- The assessor will also ask you questions about the tasks that you are required to perform to make sure that you understand it well.
- Remember that this module of learning also helps you to develop certain attitudes and personality traits. The assessor will ask you specific questions and observe you throughout the process to judge whether you have developed these.
- You will have to score an overall mark of at least 85% in every section of this practical assessment in order to be found competent.
- You will also need to score a minimum mark of three out of five for the attitudes and attributes section in order to be found competent.

Inform the assessor if you have any special needs or requirements before the agreed date for the assessment test. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally. Please write your request down in your activity workbook on the front page and explain why you have made this request. Ask the assessor to sign next to your request to prove that they are aware of your special request.

Use the checklist below to help you prepare for the practical assessment. This is a list of the skills that you may be asked to show. You will be asked specific questions regarding these tasks and the knowledge that you need to apply in order to do it correctly. All the information you need was taught in the classroom and you should have practiced them during the practical part of your learning.

As part of your learning in this module, you will be required to perform practical duties on a citrus farm, concerned with irrigation of citrus trees and irrigation systems on a citrus farm.

Accordingly it is important that you spend a minimum of 16 hours or two working days on these activities, under supervision of an irrigation expert or a qualified coach in this field.

You have to take part in the following activities, during this practical learning time period:

<i>Tasks and Questions</i>	<i>I Have Revised This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain It Again</i>
Task 1: Perform pre-start-up inspection applicable to the relevant irrigation system		
• What do you have to do before starting up the irrigation system?		
• What do you have to inspect?		

Tasks and Questions	<i>I Have Revised This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain It Again</i>
When are you ready to consider starting up the irrigation system?		
Task 2: Perform start-up and shut-down procedures applicable to the relevant irrigation system		
How do you start up the irrigation system?		
Is there anything you have to check once the irrigation system is running?		
Is there anything that can go wrong while the irrigation system is running?		
How can you prevent this?		
What must you do if this happens?		
What must you do before shutting down the irrigation system?		
Task 3: Irrigate crop according to given guidelines.		
How do you know how much to irrigate?		
How do you know when to irrigate?		
How do you where to irrigate?		
What do you check for when a block is being irrigated to monitor quality?		
Task 4: Care and maintain equipment and tools used during irrigation.		
How are filters maintained?		
What are the general tools that you have to use to maintain the irrigation system?		
What are the correct ways to work with each tool?		
What are the correct ways to care for the tools?		
What are the correct ways to store the tools?		
Who do you have to inform of damaged tools?		

Use the checklist below to help you prepare for the part of the practical assessment when you are observed on the attitudes and attributes that you need to have to be found competent for this learning module.

Observations	<i>I Am Sure of This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain What It Means</i>
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		

<i>Observations</i>	<i>I Am Sure of This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain What It Means</i>
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- You will be asked to give your own feedback and to sign this document.
- It will be placed together with this completed guide in a file as part of your portfolio of evidence.



Step 8

Re-Assessment Procedure

The assessor will discuss in detail with you what to do in case you require a re-assessment, and when the re-assessment will take place.



Step 9

Paperwork

Please assist the assessor by filling in these forms and signing then as instructed.

Learner Information Form			
Unit Standard	116066		
Program Date(s)			
Assessment Date(s)			
Surname			
First Name			
Learner ID / SETA Registration Number			
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 116066 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 1: Perform pre-start-up inspection applicable to the relevant irrigation system <i>Range:</i> Pre-start-up inspection includes but is not limited to routine pump/motor/filter maintenance (grease/oil/cleaning), checking if water available in rivers, dams, canals, etc., checking for water leaks, differences in pressure, valve status (open/closed)	Attend all lectures Complete workbook as per instruction Practical questionnaire Summative test	Attend all lectures Complete workbook as per instruction Practical questionnaire Summative test	85% competence in all areas		
Specific Outcome 2: Perform start-up and shutdown procedures applicable to the relevant irrigation system <i>Range:</i> Includes but is not limited to monitors revs, amps, kW, flow and pressure readings, checking for leakages, identifying motor/pump defects (noisy bearings), etc.	Attend all lectures Complete workbook as per instruction Practical questionnaire Summative test	Attend all lectures Complete workbook as per instruction Practical questionnaire Summative test	85% competence in all areas		
Specific Outcome 3: Irrigate crop according to given guidelines <i>Range:</i> Includes but is not limited to standard operating procedures such as fixing, repairing and reporting of non-conformance of equipment. Quality checks can include but are not limited to checking the irrigation system for leakages, overlapping, dry spots and blocked nozzles, etc.	Attend all lectures Complete workbook as per instruction Practical questionnaire Summative test	Attend all lectures Complete workbook as per instruction Practical questionnaire Summative test	85% competence in all areas		

Assessor Report, and Formative and Summative Evidence Collection Summary for Unit Standard 116066 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 4: Care and maintain equipment and tools used during irrigation <i>Range:</i> Includes but is not limited to pipes, pressure gauges, nozzles, pliers, filters, flow gauges, etc.	Attend all lectures Complete workbook as per instruction Practical questionnaire Summative test	Attend all lectures Complete workbook as per instruction Practical questionnaire Summative test	85% competence in all areas		
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Occupational Health and Safety Act 2. Tools and equipment used during irrigation 3. Attributes of all tools and equipment used e.g. pumps, pressure gauge, valves, etc 4. Auditory perceptions of non-conformance of e.g. noise from pumps 5. Visual perceptions of non-conformance e.g. smoke coming from pumps 6. Implications of not reporting defective equipment and tools 7. Implications of mist spray, over- and/or under irrigation, over- and/or under pressure of pumps 8. Routine irrigation system operational and maintenance procedures	Attend all lectures Complete workbook as per instruction Practical questionnaire Summative test	Attend all lectures Complete workbook as per instruction Practical questionnaire Summative test	Overall minimum test score of 85%		

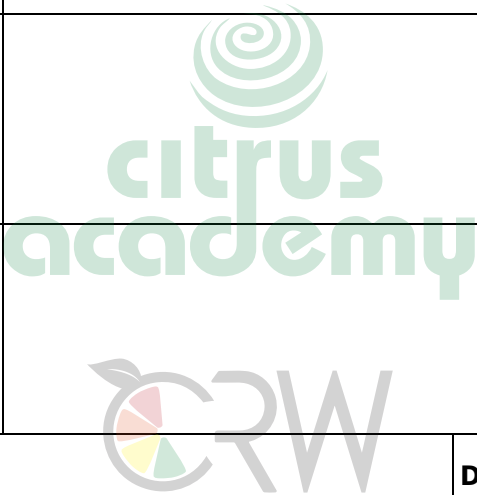
Assessor Report, and Formative and Summative Evidence Collection Summary for Unit Standard 116066 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Unit Standard CCFOs: 1. Problem solving relates to specific outcomes 1-4 2. Teamwork relates to specific outcomes 1-4 3. Self-organisation and management relates to specific outcomes 1-4 4. Information evaluation relates to specific outcomes 1-4 5. Communication relates to specific outcomes 1-4 6. Use science and technology relates to specific outcomes 1-4 7. Inter-relatedness of systems relates to specific outcomes 1-4 8. Self-development relates to specific outcomes 1-4 9. The world as a set related systems to specific outcomes 1-4	N/a	Rating Scale	Minimum rating of 3:5 in each criteria or overall average of 3:5		

Learner Assessment Re-Actionnaire			
Questions		Response	
How did the assessor encourage you to be involved in the assessment process?			
Did the assessor take your special needs into account? If so, how?			
Did the assessor agree on the assessment procedures with you?			
Was feedback relevant to your needs?			
Were you always aware of the outcome of the assessment?			
Did the assessor help you to explore ways of becoming competent whenever you were judged NYC?			
Did the assessor allow you to ask questions?			
Did you always agree with assessment decisions?			
Was all appropriate documentation completed and signed and did you receive copies?			
Did the assessor assist or prevent you in any way when gathering evidence so as to obscure its authenticity?			
All the evidence submitted in my name is my authentic work, which was not acquired by any unethical means.			
Learner's Signature		Date:	
Assessor's Signature		Date:	
Moderator's Signature		Date:	

evaluation checklist be	
sufficient to make a	
back from the	
you communicated it, how could this	
assessment process?	

Assessment Appeal Form

Any candidate has the right of appeal against any not-yet-competent decision by the assessor. If you wish to appeal, please 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.

