

ASSESSMENT GUIDE FOR ASSESSORS & FACILITATORS

Pests, Diseases and Weeds

Level 2

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Title:		Control Pests, Diseases and Weeds on All Crops Effectively and Responsibly					
Applied Title:		Control Pests, Diseases and Weeds on Citrus Effectively and Responsibly					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Pests, Diseases and Weeds					
Context:		Citrus Production					
US No:	116124	Level:	2	Credits:	2	Notional Hours:	40
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Based on the Production Guidelines of:



Supported by:



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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:	116124	Level:	2	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	Pre-Assessment Briefing and Checklist	Before delivery of program
2	Learner Declaration of Authenticity	Before delivery of program
3	Diagnostic Assessment of Learning Assumed to be in Place	Before delivery of program
4	Assessment Plan for Gathering of Evidence	Before delivery of program
5	Learner Formative Assessment Activities	During delivery of program, assessment after delivery of program
6	Report Writing	After delivery of program
7	Integrated Summative Assessment Tool	After delivery of program
8	Re-assessment Procedures	After completion of assessment
9	Documentation	After completion of assessment
10	Administration and Completion of Portfolio of Evidence	After completion of assessment

Step 1

Pre-Assessment Briefing and Checklist

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

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

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

Step 2

Learner Declaration of Authenticity

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

The format is as reflected in the learner assessment guide.



Step 3

Diagnostic Assessment of Learning Assumed to be in Place

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

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

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

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



Step 4

Assessment Plan for Gathering of Evidence

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

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

Learner and Assessor Assessment Plan		
Unit Standard	Control Pests, Diseases and Weeds on All Crops Effectively and Responsibly	
Registration Number	116124	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Report Writing	
Step 7	Integrated Summative Assessment Tool	
Step 8	Re-Assessment Procedures	
Step 9	Documentation	
Step 10	Administration and Completion of Portfolio of Evidence	

Step 5

Learner Formative Assessment Activities

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

Learners must complete all the activities in the workbook.

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

Learners hand in the Learner Assessment Guide to the assessor or the facilitator, only if the facilitator is a subject matter expert, for the assessment of the formative assessment activities. The assessment of these activities must be done according to the prescribed benchmarks and according to the marking matrix that follows.

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

Model answers are provided below.

Activity 1 – Group Project

In your group, design a poster to explain the difference between pest insects and beneficial insects. Include citrus specific examples. Make keynotes below for yourself.

In agriculture, pest organisms are organisms that cause damage to livestock, crops, humans, or land fertility, for instance tsetse fly, fruit fly and malaria mosquitoes. Citrus pests are organisms whose feeding and / or reproductive habits lead to a reduction in the quantity and quality of the citrus fruit produced.

In agriculture, beneficial organisms are organisms that contribute positively by their habits, for example by feeding on pest organisms or by pollinating flowers to enable fruit development.

Not all insects are pests. Bees are for example good insects since they provide honey and pollinate flowers.

There are also insects that attack citrus pests. Aphytis and Comperiella wasps are parasites that lay their eggs in the pest red scale, eventually killing it. Chilocorus nigritus ladybird beetles are predators that feed on red scale and aphids. These are beneficial insects for citrus production.

The use of beneficial insects requires careful consideration in terms of chemical spray actions. Chemical sprays often eliminate all insects in an area and can also destroy beneficial insects. It is for this reason very important that chemical spray actions that are chosen should affect beneficial insect populations as little as possible.

There is a strong move in organic farming towards creating beneficial insect habitats. This may involve planting specific crops, such as wild fennel, along the borders of orchards to attract specific beneficial insects.

Beneficial insects can also be introduced into orchards by purchasing insects that have been bred in laboratory conditions and releasing them in orchards.

Activity 2 – Research Project

The facilitator will assign two citrus pests to you from the Identification Manual. You need to do the following:

- Research the pests and design identification sheets for them.
- Try to find and include pictures of the insects and the damage they cause.
- On each sheet, explain in your own words how to identify the damage that the pest causes on citrus plants or fruit.
- Prepare notes on how the insect causes damage to citrus plants and describe the economic impact of this damage.
- Determine whether this is a phytosanitary pest. Explain in your own words what the term “phytosanitary” means.
- Find out if and how the pests can be avoided, what their natural enemies are (if any) and what other actions can be taken against it.
- Not all pests occur in all citrus-growing regions in South Africa. Find out if this pest is found in the area where you work and how much of a problem it presents.
- Present your findings to the class.
- Paste the identification sheets below, and use the extra space to make notes with regard to the control measures and distribution of the pests.

No model answers supplied. Adapt to relevant pest and consult Identification Sheets and CRI Pest Identification manual for specifics in terms of different pests.

Phytosanitary pests pose a risk to the plant population of other agricultural production areas and countries. If the pest is present the fruit cannot be exported; e.g. False Coddling Moth.

Activity 3 – Research Project

What are the different ways in which citrus trees respond to disease or damage? Explain each response in your own words, and give examples where possible.

Most common disease symptoms are:

- **Wilting: “Limp look” to leaves and stems often confused with drought symptoms and often due to blocked vascular tissues or damage to roots**
- **Discoloration: Often associated with necrosis, especially due to fungal infections. Dry spots often appear where plants have been damaged by sucking insects**
- **Gum formation: A plant response due to environmental stressors such as infection, insect attack, flooding, and mechanical injury.**
- **Twig dieback can be caused by fungi, although non-pathogenic factors may play a more important role. As a result, fungal infection is often secondary, following freeze damage or damage resulting from mechanical or chemical injury. Other factors that can damage twigs are excessive fertilisation, moisture stress, damage to the root system by cultural practices, heavy red scale infestation, or heavy nematode damage. Affected young branches die back 2.5cm or more from the tip. Damage to the tree from twig dieback is usually not severe.**

Activity 4 – Interview an Expert

Interview an expert and find answers to the following questions:

What does it mean if a pest or disease is phytosanitary?

It poses an infection risk to the plant populations of other agricultural areas or countries. Fruit infected by such a pest may not be exported.

Why are phytosanitary regulations in place?

To prevent the spread of such organisms and / or the diseases that they cause.

What do phytosanitary regulations mean for the citrus farmer?

Strict control in terms of preventing the occurrence of such organisms and strict reporting procedures should such organisms be present.

What are the most important phytosanitary pests and diseases in citrus?

- **Citrus black spot**
- **False codling moth**
- **Carob moth (only for Asia)**
- **Mealybug**
- **Fruit flies**

Activity 5 – Research Project

The facilitator will assign two citrus diseases to you from the table at the end of the learner guide. You need to do the following:

- Research the diseases and design identification sheets.
- Classify the disease according to the type of micro-organism that causes it.
- Determine whether this is a phytosanitary disease.
- Try to find more pictures of the symptoms and damage related to these diseases.
- Explain in your own words how to identify the damage that these diseases cause to citrus.
- Find out if and how the disease can be avoided and what other actions can be taken against it.
- Find out whether the diseases occur in your geographical area.
- Present your findings to the class.
- Paste the identification sheets below, and use the extra space to make notes with regard to your other research.

No model answer. Adapt to assigned diseases.

Activity 6 – Group Project

Design a poster with your group in which you identify and show examples of at least three weeds and three invasive plants that are found in the area where you work. Explain why these plants are considered a weed or invasive plant, how it affects the citrus crop and how it can be eliminated or controlled. Summarise your findings below, and include a copy of the poster if possible.

No detailed model answer. Adapt to selected weeds. Information below must however be reflected:

“Weeds” is the generic word for plants growing in a place where they are not wanted. Weeds become important in commercial farming when they damage crops or poison domestic animals.

Alien plants are plants that originate from other countries or areas. Alien plants were brought to this country or region for economic or ornamental reasons.

Invasive plants are alien plants that have become harmful to the natural ecosystem. Not all alien plants are invasive – in South Africa only 2.5% of plants that are introduced become invasive. Invasive plants do not have natural enemies or other limitation on their growth.

They tend to overrun ecosystems that they are introduced into. Invasive plants are a major threat to biodiversity and ecosystem stability.

Weeds impact on successful citrus production because they:

- **Compete with citrus trees for water and nutrients**
- **Increase the risk of fire because they increase the plant density and dry plant material**
- **Increase the risk of frost because the height of plants brings the frost zone closer to citrus trees**
- **Provide a host for pests and diseases**
- **Provide access to the plant for ants, which are disruptive to biological control measures**

The following methods are commonly used in commercial crop production to control weeds:

- **Chemical control (herbicides)**
- **Manual control**

- **Biological control**
- **Cover crops**
- **Mulching**

Activity 7 – Worksheet

Answer the questions below

What are the different methods used to control weeds?

- **Chemical control (herbicides)**
- **Manual control**
- **Biological control**
- **Cover crops**
- **Mulching**

How does chemical weed control work?

Chemical control means spraying agricultural herbicides. Some herbicides react to different types of weeds, while others are very specific and target only a specific category of weed, such as broad-leaved plants. Herbicides are classified according to how they react with the weed in order to eradicate it, being as Contact herbicides, which burn the top growth of the weed, or systemic herbicides, which is taken up by the plant and poisons it. Chemical applications of herbicides usually involve application in a liquid form through for instance backpack applications.

How does manual weed control work?

Manual control of weeds means take some type of physical action against the weed plant in order to damage or destroy it, such as flattening the plant, removing the above soil parts of the plant (mowing or slashing), or removing the entire plant. Manual control often involves physical labour, such as pulling weeds up by hand or chopping the plants off with spades and pangas. Mechanical equipment is also sometimes used, such as slashers, mowers, and chainsaws.

How does biological weed control work?

Biological control, or biocontrol, means introducing the alien plant's natural enemies to the habitat in order for these natural enemies to subdue the vigour of the invasive plants. The aim is to remove the plant's competitive advantage until its vigour is reduced to a level comparable to that of the natural vegetation. Natural enemies that are used for biological control are called biocontrol agents. In the control of alien plants, the biocontrol agents used most frequently are insects, mites and pathogens. Biocontrol agents target specific plant organs, such as the vegetative parts of the plant (leaves, stems and roots) or reproductive parts (flowers, fruits and seeds).

How does the use of cover crops help to control weeds?

Cover crops grow in the rows between trees to suppress the germination of weeds. The cover crop either overgrows the weeds, or grows in the rows where weeds usually appear and in this way leaves no space for weeds to germinate. Cover crops also have the advantages of preventing erosion, retaining soil moisture, and possibly serving as secondary income or as livestock feed.

How does the use of mulch help to control weeds?

Mulch is a substance used on the soil surface to suppress the germination of weeds.

What are the dangers when using mulch to control weeds?

Citrus farmers must be very careful when using mulch. Organic substances in the soil may affect the colour development of citrus crops adversely. It is recommended that the choice of mulch be carefully considered and that experts are consulted before using mulches that may disintegrate and add organic acids to the soil.

Activity 8 – Explain to a Co-Worker

Explain to a co-worker what you understand by the concept of scouting, what you would scout for, and when scouting should take place on a citrus farm. Make keynotes below.

Key Notes:

Scouting means observing orchard and plant conditions in order to gain information about the visible signs and symptoms of pests and diseases. It involves looking at strategic positions in orchards and recording pest numbers, disease symptoms.

The presence of pests and diseases in a citrus orchard is often detected by the damage caused to the citrus tree, the fruit and in the orchard. These symptoms of pests and diseases are important indicators of their presence.

To detect the presence of pests and diseases it is necessary to scout orchards repeatedly in a structured and organised manner. These inspections should be done regularly and could be done in conjunction with inspections for weed densities, and crop nutrient and water status. Scouting is aimed at identifying the pest or disease species that is present and the extent of infestation. If it is not possible to accurately identify the pest or disease responsible for the damage that has been caused, an expert in the field should be asked for assistance.

Activity 9 – Practical Activity

Walk around on the farm where you are completing your practical training. Find examples of old damage to citrus trees. Take pictures, or point it out to the mentor, coach or assessor. Briefly explain in your own words, how you found and recognised this damage, and how it differs from new damage to the plant. Explain what you would do if you found new damage.

Make keynotes below and ask your mentor, coach or assessor to sign off the activity.

Key Notes:

Old damage means damage that was caused at some point in the past by a pest, disease or organism that might already have been eradicated. Old damage can be identified through old scars, which may include scar tissue on the branches or trunks of the trees.

New damage is a sign that a new pest, disease or organism is present and causing damage. New damage is for instance injuries that have not yet healed or dried out. If new damage is found it must be reported and dealt with immediately, before the pest, disease or animal causing the damage becomes a major problem.

Activity 10 – Interview an Expert

In pairs, consult the pest control manager or consultant of the farm where you are completing your practical duties and gather information about the questions below. Briefly summarise their answers in your own words.

How do you know if a pest population will lead to economic losses?

Measure the pest population against known threshold values. When above these values, damage will usually cause economic loss.

What is the threshold value for one pest commonly found in the area?

E.g. Powdery Scale: Treat before development of sooty mould on a new crop

What does this threshold value mean?

The threshold values indicate the pest density at which suppression measures should be implemented in order to prevent the pest population from reaching the economic injury level. This value therefore means that if this is achieved, control measures for the pest or disease should be implemented immediately.

What will happen if this threshold value is exceeded and control measures are not applied?

Pest population out of hand, no longer controllable and will lead to economic loss.

What is the scouting strategy and procedures for the farm?

Adapt to learner workplace procedures.

Activity 11 – Class Discussion

Have a class discussion around the questions below and write down the conclusions that you reach.

What protective clothing and equipment should be used when plant protection products are applied?

Gloves, overalls, rain suits, breathing apparatus near toxic fumes, breathing masks, eye-protection, ear protection

What hygiene procedures should be followed when scouting?

Wash hands and other exposed body parts, clothing and equipment after scouting; avoid contamination between scouting blocks by sanitising equipment and shoes between blocks

What health and safety procedures should be followed when plant protection products are applied?

Only mix chemicals, etc if you are trained and authorised to do so; follow mixing instructions; never apply chemicals near other organisms that can be damaged by it; apply the chemicals as instructed with the required equipment; never apply chemicals in windy conditions that cause drift; alert others to your intended actions; wear appropriate protective clothing; follow appropriate cleaning regimes of protective clothing and application equipment; avoid environmental contamination with chemicals.

Why are hygiene, health and safety procedures important?

Avoid damage and minimise risk to self, others, non-targeted organisms and environment.

What should be done to protect the environment when plant protection products are applied?

Correct discarding of excess chemicals and empty containers; correct application methods and use of correct application equipment; follow workplace rules, regulations and protocols.

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116124 – Level 2

	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
<i>Specific Outcome 1: Recognise and report on common insects associated with the specific agricultural enterprise</i> <i>Range:</i> Common insects include but are not limited to the insects (pests and predators) generally associated with the specific crop	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: Recognise common symptoms of diseases</i> <i>Range:</i> Common symptoms of disease could include but are not limited to disease markings, wilting, discoloration of plant material, gum formation, dieback of branches, stems or plants, etc.	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: Identify by common name the types of weeds present in the field</i> <i>Range:</i> Weeds include but are not limited to those plants growing which is not part of the production enterprise	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 116124 – Level 2

	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
Specific Outcome 4: Observe and distinguish between old and new damage and report accordingly	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: Notice and assist with monitoring of pests (scouting) and explaining if pest levels have not decreased after spraying or other control measures were applied	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

Report Writing

Before the summative task is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner this section in the learner assessment guide. The learner and assessor must sign off this section to acknowledge that this step was completed. Mark both the written evidence and also show proof of being verbally presented with the evidence required.

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

Unit Standard:	116124	NQF Level:	2
Learner Name			

- Use the questions below as a marking matrix to gather evidence and to check for completeness.

What is the difference between beneficial insects and pest insects?	5%
Name the most common pests found on the crop.	10%
Recognise at least one pest.	
Describe how at least one pest can be controlled.	5%
What are the different control methods for pests?	8%
Name the most common diseases found on the crop.	10%
Recognise at least one disease.	
How can at least one disease be controlled or eliminated?	5%
What is a phytosanitary pest or disease?	5%
Give an example of a phytosanitary pest or disease	5%

How do phytosanitary pests or diseases influence citrus production?	5%
Name the most common weeds found around the crop.	5%
How do weeds affect the crop?	5%
Recognise at least one weed.	5%
What are the different methods to control weeds?	5%
What does "scouting" mean?	3%
What do you do before, during and after scouting?	10%
What do threshold values of pests mean?	5%
What happens when the threshold value of a pest is observed and recorded?	4%



Step 7

Integrated Summative Assessment Tool

Two assessment tools are provided in this step, being:

1. Practical Assessment Tool
2. Attitudes and Attributes Assessment Tool

These assessment tools have 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. Practical Assessment Tool

- All the sections of this document must be completed and signed where appropriate by the learner and the assessor.
- The learner must be given appropriate feedback and told whether they were declared competent or not yet competent. The assessor must record the appropriate commentary and guide the learner with detailed action plans for areas where the learner is found not yet competent.
- In line with the policies and procedures, the assessor must offer learners an opportunity for feedback on the assessment as well as an opportunity to appeal against the declaration.
- Should learners be found not yet competent, a detailed action plan with specific commentary on development must be drafted together with the learner and the facilitator in order to develop the necessary competence. A date for re-assessment must be agreed upon with the learner.
- All the evidence must be signed and copied, if necessary, to be placed in the learner's portfolio of evidence.
- Use this checklist to help collect evidence of practical competence as prescribed by the specific outcomes of the unit standards.
- Ask the questions as listed in order to test foundational and reflexive competence relevant to the specific task.
- Ensure that the exact same methodology is applies for each learner in order to ensure that VACS principles are adhered to.
- The benchmark for learner competence in this tool is 85% in EVERY task.
- This assessment tool can only be used for learner assessment by a suitably qualified and registered assessor who is ALSO a subject matter expert in this specific field.
- 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 physical assessment in order to establish key points for observation. The subject matter expert should attend the assessment in order to judge competence of the learner.

- Third party evidence of the learner participating in pest scouting for a minimum of 15 hours must be supplied by the learner. This has to show that the learner has successfully completed a pest scouting sheet under supervision of his/her supervisor/mentor/coach and that the workplace procedures were followed.

2. **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:

<i>Rating</i>	<i>Description</i>
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	116124		
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 116124 – 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: Recognise and report on common insects associated with the specific agricultural enterprise <i>Range:</i> Common insects include but are not limited to the insects (pests and predators) generally associated with the specific crop	Report Workplace Pest Scouting Sheet	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 2: Recognise common symptoms of diseases <i>Range:</i> Common symptoms of disease could include but are not limited to disease markings, wilting, discoloration of plant material, gum formation, dieback of branches, stems or plants, etc.	Report Workplace Pest Scouting Sheet	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 3: Identify by common name the types of weeds present in the field <i>Range:</i> Weeds include but are not limited to those plants growing which is not part of the production enterprise	Report Workplace Pest Scouting Sheet	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 4: Observe and distinguish between old and new damage and report accordingly	Report Workplace Pest Scouting Sheet	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116124 – 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 5: Notice and assist with monitoring of pests (scouting) and explaining if pest levels have not decreased after spraying or other control measures were applied	Report Workplace Pest Scouting Sheet	CCFO Rating Scale	85% competence in all areas		
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Insect anatomy 2. Categories and types of pests 3. Pest levels that cause economic loss 4. Common plant diseases 5. Common pests 6. Common predators 7. Common beneficial insects 8. Common diseases 9. Life cycle of an insect 10. Natural enemies 11. Ways of spreading 12. Contamination 13. Implication of contamination on the quality and marketability of the product 14. Importance of hygiene 15. Scouting procedures	Report Workplace Pest Scouting Sheet	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116124 – 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: • Problem solving • Self-Management • Interpreting information • Communication • Science and technology • The world as a set of related systems • Self-development	N/a	Rating Scale	Minimum rating of 3:5 in each criteria or overall average of 3:5		

Assessor's Assessment Review and Improvement Document	
<i>Issues</i>	<i>Comments</i>
Did the assessment go according to plan?	
Did anything unexpected happen?	
Were you pleased with the assessment decision; i.e. was it what you expected?	
How could the process have been carried out more efficiently?	
How could the process of assessing the knowledge be improved?	
How could the Performance Observation checklist be improved?	
Was the evidence you gathered sufficient to make a judgment of competence?	
Was the way you obtained feedback from the learner effective?	
Were you pleased with the way you communicated your decision to the learner? If not, how could this have been improved?	
How would you improve the assessment process?	

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

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

Step 10

Administration and Completion of Portfolio of Evidence

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

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

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

