

ASSESSMENT GUIDE FOR ASSESSORS & FACILITATORS

Plant Manipulation

Level 2

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Title:		Apply Plant Manipulation Methods					
Applied Title:		Apply Citrus Plant Manipulation Methods					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Plant Manipulation					
Context:		Citrus Production					
US No:	116128	Level:	2	Credits:	4	Notional Hours:	40
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Based on the Production Guidelines of:



Supported by:



Unit standard alignment and assessment tool development:

Cabeton Training and Development

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Directions

Please Note: There is a separate assessment guide for the learner. The learner must use this guide to prepare himself / herself for the assessment.

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor who is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the assessment guide for learners.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are applicable during the execution of this assessment are available on the website of the Citrus Academy, contained in a document named Policies and Procedures for Assessment, and must be strictly adhered to. The assessor must familiarise himself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

US No:	116128	Level:	2	Credits:	4
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The step-by-step instructions agree and are conducted in concert with the steps described in the learner assessment guide. The steps are as follows:

Step	Description	Timeframe
1	Pre-Assessment Briefing and Checklist	Before delivery of program
2	Learner Declaration of Authenticity	Before delivery of program
3	Diagnostic Assessment of Learning Assumed to be in Place	Before delivery of program
4	Assessment Plan for Gathering of Evidence	Before delivery of program
5	Learner Formative Assessment Activities	During delivery of program, assessment after delivery of program
6	Poster Design	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	Understand Basic Soil Fertility and Plant Nutrition	
Registration Number	116128	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Poster Design	
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 Discussion
List the tools, equipment and materials that you will need to:
1. Train branches of a citrus tree into a specific shape in the nursery
Stakes, ties, tape, pruning shears, lopping shears
2. Remove any unnecessary branches, flowers, fruit and growth points
Pruning shears, lopping shears, bow saw, pruning saw, hand techniques
3. Prune a citrus tree
Pruning shears, lopping shears, bow saw, pruning saw, hand techniques, wound sealant

Activity 2 – Group Project
Design a poster with your group in which you explain the growth cycle of the citrus grown on your farm over a year. Start after the harvesting of the fruit (around September) and end with the harvesting of the next year's crop (around August). Explain what manipulation techniques will be used when and why this manipulation technique is performed at this time.
No complete model answer supplied due to crop variation. Note that completion of growth cycle, accuracy of time and application of manipulation technique, and learner's own understanding of reasons for techniques is reflected.

Activity 3 – Brainstorming
Brainstorm as a group and answer the questions below:

What does it mean to trellis a tree?

To shape into a specific form or onto a specific system

Are the citrus trees on your farm trellised? If yes, explain how. If no, explain why not.

Usually no, unless a nursery farm.

List five crops that are trellised and give the name of the trellis system used in each crop.

Answer will vary according to learner context. Examples are listed below.

Vines	Scott-Henry; lyre; canopy; H-system etc.
Tomatoes	Staking, trellising, caging; Florida Weave (possibly applicable to peas and beans)
Apples	MIA, Marchand, 3 and 4 wire trellis, V, Tatura (possibly applicable to other deciduous)
Kiwi-fruit	T-bar; Pergola
Bell Peppers	V; Spanish

Activity 4 – Research and Write a Report

Find out how tomato vines are generally trellised. Record the average height of the stem and the height of the trellis poles. Record what materials are used in the trellis systems.

Research any deciduous fruit type and find out how it is generally trellised. Record the average height of the trunk and the height of the trellis poles. Record what materials are used in the trellis systems.

No model answer supplied due to variation and choice of trellis systems

Activity 5 – Class Discussion

Have a class discussion on why some agricultural crops are trained and trellised. Write key notes for yourself on the question:

Improves cultivation ease; increases access of chemicals to vital plant parts; streamlines harvesting; increases airflow through crops, reducing humidity, which reduces occurrence of disease.

Activity 6 – Worksheet

Explain the answers to the questions below to a partner.

What fruit and flower manipulations occur on the crop produced on your farm?

No model answer due to variation between crops and farms.

Why are these manipulations performed?

- **Improve fruit size, whereby fruit falls into better paying counts.**
- **Improve production whereby a better and more consistent yield is achieved.**
- **Improve fruit quality, whereby internal quality, and the consistency in quality between fruit borne on the inside and outside of the tree.**
- **Colour improvement, whereby fruit develops colour earlier and a deeper, more consistent colour is achieved.**
- **Improve pack-out, whereby fruit are produced with fewer blemishes that are less sensitive to storage problems and have better rind integrity. Fruit can also be packed later.**

What are the benefits of flower manipulation?

Flower manipulation aims to achieve healthy inflorescences, with the benefits of:

- **Sufficient, but not excessive blossom**
- **Green blossom**
- **Consistent blossom (not “on-and-off” flowering)**
- **Larger fruit**
- **The right vegetative and floral growth ensures a healthy blossom the next season**

Activity 7 – Worksheet

Write a paragraph in answer to each of the questions below.

What do you understand “pruning” to mean?

The removal of unwanted, dead or excess plant parts to retain shape and fertility of a plant

When will you prune the crop produced on your farm?

Could be summer or winter pruning techniques; mostly winter; note specific reference to early vs. late pruning.

Why do we prune?

Retain shape and fertility; remove unwanted/dead/diseased plant parts; ease cultivation

What are the benefits of pruning?

Retain shape and fertility; remove unwanted/dead/diseased plant parts; ease cultivation

Activity 8 – Interview an Expert

Interview an expert and get the answers to the following questions:

What is “canopy management”?

Controlling of leaf canopy and growth points of actively growing plant

What type of canopy management is performed on the crop produced on your farm?

Dependant on specific crop and farm regimes

Why is canopy management techniques performed on the crop produced on your farm?

To give desired fruit the best quality chance; to reduce disease occurrence; to ease cultivation

When and how are these techniques performed on the crop produced on your farm?

Dependant on specific crop and farming regimes.

Marking Matrix and Assessor Report for Formative Assessment Activities

Formative Evidence Collection Summary for Unit Standard 116128 – 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: Demonstrate an understanding of the selection and use of appropriate tools and equipment for a pre-determined manipulation method</i> <i>Range:</i> Manipulation methods may include, but are not limited to, framework development, flower and fruit manipulation and pruning. Tools may include, but are not limited to, pruning shears, tie-back material, trellising and spraying equipment	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: Illustrate a basic knowledge of framework development principles as part of plant manipulation methods</i> <i>Range:</i> Trellising methods may include, but are not limited to, central leader system, Tatura system, two-wire system, slanted cap, factory cap, and the Façade system	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: Demonstrate an intermediate understanding of flower and fruit manipulation principles</i> <i>Range:</i> Flower and fruit manipulation principles may include, but are not	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	As per model answer sheet	

Marking Matrix and Assessor Report for Formative Assessment Activities

Formative Evidence Collection Summary for Unit Standard 116128 – 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>
limited to, temperature, daylight length, bud dormancy breakers, thinning, fruit enlargement, ripening, and the preparation of physical and chemical quality improvement methods			learner Workbook		
Specific Outcome 4: Illustrate a basic knowledge pruning principles as vegetative plant manipulation methods appropriate to the crop <i>Range:</i> Pruning includes, but is not limited to summer and winter pruning, canopy management, etc. appropriate to the 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	
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

Poster 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 poster should reflect plant manipulation techniques as per the learner's context and for the crop that the learner works with.

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

Unit Standard:	116128	NQF Level:	2
Learner Name			

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

How does the growth cycle of your look over a year?	10%
When is which manipulation techniques performed?	15%
How is each manipulation technique performed?	20%
What tools, equipment and materials are required to perform each manipulation technique?	15%
What are the benefits of performing each manipulation technique?	20%
What will happen if the manipulation techniques were not performed or were not performed properly?	20%

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	116128		
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 116128 – Level 2

<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: Demonstrate an understanding of the selection and use of appropriate tools and equipment for a pre-determined manipulation method</i> <i>Range:</i> Manipulation methods may include, but are not limited to, framework development, flower and fruit manipulation and pruning. Tools may include, but are not limited to, pruning shears, tie-back material, trellising and spraying equipment	Summative Poster	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 2: Illustrate a basic knowledge of framework development principles as part of plant manipulation methods</i> <i>Range:</i> Trellising methods may include, but are not limited to, central leader system, Tatura system, two-wire system, slanted cap, factory cap, and the Façade system	Summative Poster	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116128 – Level 2

<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: Demonstrate an intermediate understanding of flower and fruit manipulation principles</i> <i>Range:</i> Flower and fruit manipulation principles may include, but are not limited to, temperature, daylight length, bud dormancy breakers, thinning, fruit enlargement, ripening, and the preparation of physical and chemical quality improvement methods	Summative Poster	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 4: Illustrate a basic knowledge pruning principles as vegetative plant manipulation methods appropriate to the crop</i> <i>Range:</i> Pruning includes, but is not limited to summer and winter pruning, canopy management, etc. appropriate to the crop.	Summative Poster	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116128 – Level 2

<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			
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: - Names and functions of the tools required for manipulation of plants. - Names and functions of the different trellising methods. - Flower manipulation and fruit manipulation methods. - The principles of pruning methods. - The principles of manipulation of a plant. - Names and functions of tools and materials. - Safety and handling procedures of tools and material. - Maintaining hygienic procedures of tools and material as to prevent spreading of diseases. - Plant physiology and anatomy applicable to manipulation.			Overall minimum test score of 85%		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116128 – 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: - 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

