

ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

Plant Nutrition & Soil Management

Level 2

Copyright ©



P.O. Box 461, Hillcrest, 3650
(031) 313-3364

Title:		Understand Basic Soil Fertility and Plant Nutrition					
Applied Title:		Understand Basic Soil Fertility and Plant Nutrition					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Plant Nutrition and Soil Management					
Context:		Citrus Production					
US No:	116053	Level:	2	Credits:	5	Notional Hours:	50
Author:		H. Coetzee					

Based on the Production Guidelines of:



Supported by:



Unit standard alignment and assessment tool development:

Cabeton Training and Development

Project coordinator:

Jacomien de Klerk

Disclaimer

By accepting this document and reading its contents you agree to be bound by the terms of this disclaimer.

The use of the contents of this document is at your own risk. Neither the Citrus Academy nor the CRI or the CGA warrant that the content of this document is suitable for your intended use or that it is free of inaccuracies or omissions. The opinions and advice expressed in this document are not necessarily those of the Citrus Academy, the CRI or the CGA. The Citrus Academy, the CRI and the CGA, their directors, officers, employees, agents and contractors shall not be liable for any loss or damage of any nature suffered by any person as a direct or indirect result of the use of, or inability to use any advice, opinion or information contained in this document, or any misrepresentation, misstatement or omission, whether negligent or otherwise, contained in this document.

You indemnify the Citrus Academy, the CRI and the CGA against any claim by any third party against the Citrus Academy, the CRI or the CGA, their directors, officers, employees, agents or contractors arising from, or in connection with, the use of, or reliance on, the contents of this document. It is your responsibility to determine suitability of the contents of this document for your intended use.

Table of Contents

Directions 4

Step 1 5

Step 2 7

Step 3 8

Step 4 9

Step 5 11

Step 6 18

Step 7 20

Step 8 23

Step 9 24

Step 10 31



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	Practical 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:	116053
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 116053. 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:	



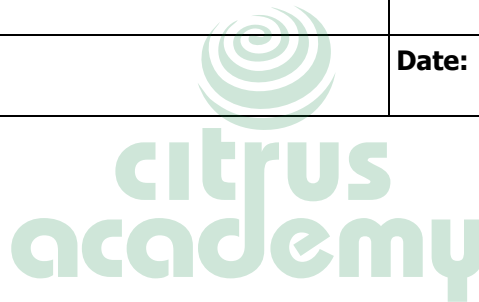
Step 2

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	116206	Fertilise soil and attend to basic plant nutrition			
1	116156	Collect agricultural data			
1	116199	Demonstrate a basic understanding of the structure and function of a plant in relation to its environment			
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:	Understand Basic Soil Fertility and Plant Nutrition	
Module / Unit Standard Registration Number:	116053	
Step Number	Step Description and Learner's Tasks	Completion / Submission Date
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 plant nutrition and soil management 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 do 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 do not understand.	

7	Practical 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 do not 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 role 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 – Worksheet
Complete the worksheet below.
Define an essential plant nutrient.
What is the common name for sources of plant nutrients?
Which of the fourteen essential plant nutrients are the most important?
Plant nutrients can be grouped into two major groups. Name them and two nutrient elements in each group.

Activity 2 – Job Card

Develop a job card with a model procedure for manually applying fertiliser, including preparing for the application.



Activity 3 – Practical

Join the team on the farm you work on and work with them to apply fertiliser. You should practice this activity for at least three working days, in different areas. Make key notes for yourself.
 On the third day, make an appointment with the assessor to come and observe you doing this activity. Let the assessor sign that you can demonstrate the correct techniques.

Key Notes:

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

Activity 4 – Worksheet

Complete the worksheet below.

What is the most important principle of sampling?
Describe the procedure of taking leaf samples in a citrus orchard, starting with selecting index trees/rows.

Activity 5 – Worksheet

Complete the worksheet below.

Name three physical properties of soils.

What is soil texture?

What is soil structure?

Name three structural forms.

What does layering means in the context of soils?

Name three chemical properties of soils.

Described the term resistance as it relates soil.

What do we call the stable form of the organic matter in the soil?

Name the two main components of humus.

Activity 6 – Group Activity

1. In your group, match the symbols, names and functions of essential nutrient elements on the cards that the facilitator provide you with.
2. Decide whether the elements are macro or micro nutrient elements.
3. List the elements with their symbols and function under the correct heading below.

<i>Element</i>	<i>Symbol</i>	<i>Function</i>
Macro Nutrient Elements		
Micro Nutrient Elements		

Activity 7 – Worksheet

Complete the worksheet below.

Name three important features of nutrient deficiency symptoms.
Why should deficiency symptoms not be used to manage the nutritional program for commercial citrus production?

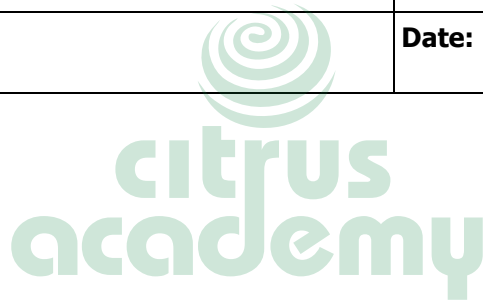
Is too low a supply of a nutrient the only reason why nutrient deficiency symptoms will develop?
What is meant by the term "inducing a deficiency"?
What is the main purpose of the fertilisation program in commercial citrus production?

Activity 8 – Group Activity

Follow the instructions of the facilitator and complete the worksheet below.

[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 questionnaire in order to be found competent.

Inform the assessor if you have any special needs or requirements **before** the agreed date for the assessment questionnaire. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this questionnaire 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 questionnaire. These are examples of possible questions that might appear in the questionnaire. 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 it necessary to be accurate in measurements and preparations of nutrient applications and agro-chemicals?		
Give two examples relevant to citrus farming of appropriate quantities and qualities of soil nutrient preparations.		
Explain the difference between inorganic and organic soil nutrient preparations.		
Explain in your own words the procedure that you would follow if you were told to collect fertiliser from the store, prepare it and apply it. (Question may apply to dry fertiliser or liquid fertiliser.)		
Explain in detail what the purpose of sample taking on a citrus farm is.		
Give two types samples that can be taken to tell us more about nutrients available to plants.		
Explain how you would go about taking a leaf sample, by writing down the step-by-step procedure.		
Why do you think it is important to label samples?		
Explain why you think it is necessary to follow specific procedures when preparing and packaging samples.		
Give two examples of packaging procedures.		
Explain what you understand by soil properties in terms of texture and structure.		
Explain what you understand when we refer to the water holding capacity and drainage capacity of soil.		

What would you say would be the most favourable soil properties for citrus production?		
What do you understand under the concept of "soil composition to productivity" ratio?		
Name and explain a basic test that can be used on a citrus farm to identify the soil texture.		
Describe briefly in point form the role of minerals in soil health and how this relates to plant production on a citrus farm.		
List three macro elements and say what their role in plant nutrition is with specific reference to citrus farming.		
List three micro elements and say what their role in plant nutrition is with specific reference to citrus farming.		
Explain what you understand under "basic symptoms of nutritional deficiencies in crops".		
Give an example on a specific symptom of a nutritional deficiency in citrus and explain what the cause of it might be.		
Briefly describe the steps that you would take to rectify the problem that you described above.		
Explain what basic ecological principles you think is important when fertilising our soils.		
Give an example of an organic nutrient source and give an example of the type of citrus farm where it might be used.		
Give two examples of soil conservation principles and explain why this is important to remember in soil preparation and plant nutrition.		
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 questionnaire and guide you if there are areas in which you still need further development.

Step 7

Practical Assessment

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 questionnaire. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this questionnaire 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 soil management and plant nutrition activities on a citrus farm. 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: Accurately prepare and measure the correct quantity and quality of specific soil nutrient or fertiliser as instructed by the assessor.		
• Name the nutrients this type of fertiliser might add to the soil or plant.		
• Explain the correct procedure for storage of this type of fertiliser.		
• Explain the health and safety rules that you should keep in mind whilst performing this task.		

<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>
Explain why it is necessary to measure correctly whilst performing this task.		
Task 2: Take a leaf, soil and fruit samples and prepare them to be sent to a laboratory for nutrient analysis.		
Explain what kind of information we might be able to find out about the plant's nutrient status from its leaves.		
Explain what kind of information we might be able to find out about the plant's nutrient status from taking soil samples.		
Explain in detail the correct procedures that have to be followed in order to take samples correctly.		
Explain how to label the sample correctly and why the labelling of the sample is important.		
Explain in detail the steps to follow to prepare and package the sample that you have taken.		
Explain what the financial consequences would be to the farming business if we fail to follow the correct procedures and the sample analysis becomes inaccurate and irrelevant.		
Task 3: Go to the orchard and perform two types of tests that will help to identify the following properties of soil:		
- Soil structure and texture - Soil water-holding capacity and drainage capacity - Soil composition		
Explain which test or sample indicates soil fertility and how this compares with the best soil for citrus production.		
Explain the role that minerals play in citrus production.		
Explain what you think would happen to your citrus crop if you did not check soil types, never improved fertility and did not make any effort with soil preparation.		
Task 4: Walk around in the citrus orchard and point out any basic symptoms of nutritional deficiencies that you may observe.		
Explain what your observation tells you about possible nutritional deficiencies and what you would recommend in order to improve it.		
- If no examples of specific deficiencies or abnormalities were found, explain in detail to the assessor what you look for in the orchard. Explain specifically: - Leaf symptoms you checked for - Fruit abnormalities you checked for - Plant abnormalities you checked for		

<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>
Explain what steps you need to take in order to report such nutritional deficiencies when you observe them when working on the farm.		
Explain what would happen if workers on a farm did not ever report nutritional deficiency symptoms that they might observe.		

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.

<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>
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?		
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	116053		
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 Summative Evidence Collection Summary for Unit Standard 116053 – 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: Accurately prepare and measure the appropriate quantity and quality of required soil nutrient applications <i>Range:</i> Soil nutrient preparations refer to either agro-chemical or organic production methods. These can include preparation of compost and liquid nutrients, management of lime, single or mixed fertilisers, or other substances.	Summative Questionnaire	Observation checklist of practical tasks integrated with knowledge and reflexive competence questionnaire	85% competence in all areas		
Specific Outcome 2: Take an appropriate sample for nutrient analysis <i>Range:</i> A sample refers, but is not limited to leaf, soil and fruit samples	Summative Questionnaire	Observation checklist of practical tasks integrated with knowledge and reflexive competence questionnaire	85% competence in all areas		
Specific Outcome 3: Understand the properties and the composition of soil <i>Range:</i> Soil properties refer to the texture and structure, water holding and drainage capacity, and soil composition in terms of silt/clay/gravel ratios. Soil composition refers to the basic mineral content of soil. These should be related to the basic interaction between soil composition and productivity.	Summative Questionnaire	Observation checklist of practical tasks integrated with knowledge and reflexive competence questionnaire	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116053 – 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: Identify and interpret the basic symptoms of nutritional deficiencies in crops <i>Range:</i> Different crops may include, among others, field crops and horticultural crops. Macro elements may include, among others, Nitrogen, Phosphorous Potassium and Calcium.	Summative Questionnaire	Observation checklist of practical tasks integrated with knowledge and reflexive competence questionnaire	85% competence in all areas		
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Fertilisers, mixtures, single, where appropriate. 2. Nutrient sources such as organic, compost, etc. 3. Soil conservation 4. Soil preparation and improvement 5. Basic ecological principles 6. Sampling (soil, leaf, and fruit) 7. Basic soil properties	Summative Questionnaire	N/a	Overall minimum test score of 85%		

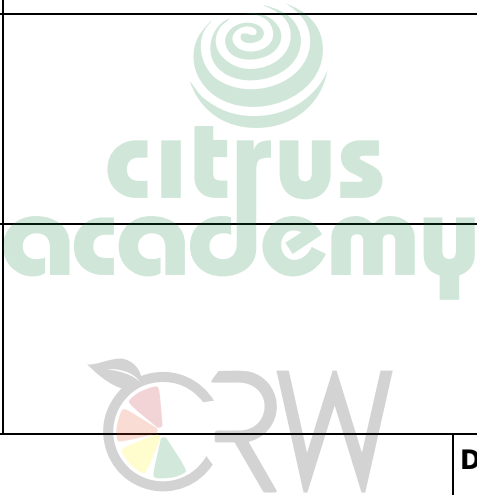
Assessor Report and Summative Evidence Collection Summary for Unit Standard 116053 – Level 2					
<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Unit Standard CCFOs: 1. Problem solving relates to all specific outcomes 2. Teamwork relates to all specific outcomes 3. Self-management relates to all specific outcomes 4. Interpreting information relates to all specific outcomes 5. Communication relates to all specific outcomes 6. Use science and technology relates to all specific outcomes 7. The world as a set of inter-relatedness systems relates to all specific outcomes 8. Self development relates to all specific outcomes	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:	

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?	

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.

