Assessment Guide for Assessors & Facilitators

Plant Propagation

Level 4

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Title:		**Propagate Plants in a Variety of Situations**					
Applied Title:		**Propagate Citrus Plants**					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Propagation					
Context:		Citrus Production					
US No:	116316	**Level:**	4	**Credits:**	3	**Notional Hours:**	30
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Based on the Production Guidelines of:

Supported by:

Unit standard alignment and assessment tool development:
Cabeton Training and Development

Project coordinator:
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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:	116316	**Level:**	4	**Credits:**	3

The step-by-step instructions agree and are conducted in concert with the steps described in the learner assessment guide. The steps are as follows:

Step	***Description***	***Timeframe***
1	Learner Assessment Contract	Before delivery of program
2	Learner Declaration of Authenticity	Before delivery of program
3	Diagnostic Assessment of Learning Assumed to be in Place	Before delivery of program
4	Assessment Plan for Gathering of Evidence	Before delivery of program
5	Learner Formative Assessment Activities	During delivery of program, assessment after delivery of program
6	Research Project	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	Propagate Plants in a Variety of Situations	
Registration Number	116316	
Step	***Description***	***Completion / Submission Date***
Step 5	Learner Formative Assessment Activities	
Step 6	Research Project	
Step 7	Integrated Summative Assessment	
Step 8	Re-Assessment Procedures	
Step 9	Documentation	
Step 10	Administration and Completion of Portfolio of Evidence	

Step 5

Learner Formative Assessment Activities

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

Learners must complete all the activities in the workbook.

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

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

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

Model answers are provided below.

Activity 1 – Research Project
Choose two commercial crops that are propagated asexually. Describe these propagation techniques in detail.
Crops may be for example: • **Strawberry (propagated using aerial stem, or runner, section of runner is cut and rooted to produce another plant)** • **Lily family, which includes onions (bulb – shortened stem with thick, fleshy leaves – is allowed to generate roots and develop into plants)** • **Bananas (can be propagated by means of suckers, but tissue culture is used in commercial propagation because it provides higher yield, plant uniformity, and freedom from diseases)** • **Litchis (propagated through air layering – regeneration of vegetative part while still attached to the plant)** • **Grape-vines (propagated through cuttings)** **Asexual propagation methods include:** • **Grafting** • **Cuttings** • **Layering** • **Tissue culture**
Compare these asexual propagation techniques to the asexual techniques used in citrus propagation, describing the similarities and differences between the techniques. Motivate why the different techniques are appropriate or inappropriate for citrus propagation.
• **Either corresponds with citrus propagation techniques or not** • **Similarities or dissimilarities in techniques due to similarities in plant structures or for purpose of uniting plant parts (in grafting)**

Activity 2 – Research and Discover

Contact or visit a citrus nursery and find out which of the following plant hormones are used in the propagation of citrus. Describe the purpose of each hormone that is used.

May vary depending on nursery context, but generally:

Hormone	Used?	Purpose
Abscicic acid	**N**	
Auxins	**Y**	**Adventitious root development; specifically IBA and NAA**
Cytokinins	**Y**	**Cell growth and differentiation**
Ethylene	**N**	
Gibberellins	**Y**	**Promotes cell growth and elongation**
Salicylic acid	**N**	
Jasmonates	**N**	
Oligosaccharins	**N**	
Brassinolides	**N**	
Small extra cellular signalling peptides	**N**	

Activity 3 – Worksheet

How is citrus propagated for the farm where you are completing your practical work? Describe all the sexual and asexual propagation techniques as well as the structures and facilities that are used.

May vary depending on workplace, but should include:

- **Rootstocks propagated through seed germination – sexual propagation – in seed germination rooms**
- **Grafting – particularly budding – used to insert fruit variety onto rootstock plant – asexual propagation, seedlings kept in tunnels and then transferred to shade houses**

May also summarise as:

- **Budding is a form of grafting, where a bud from a selected tree is inserted into a rootstock seedling to produce a tree.**
- **Rootstocks are produced through seed propagation and because losses of seedlings occur due to a variety of reasons, double the amount of seed is sown.**
- **Rootstock seedlings are planted in seedlings trays and then transferred to larger containers three to four months later.**
- **Budding takes place about four to six months after the seedlings are transplanted.**
- **Their must be signs of active growth in the rootstock and the bud-piece from which the scion is taken.**
- **An inverted T-cut is made on the stem of the rootstock and the bud is inserted and secured with a polyethylene plastic strip.**
- **Shoot tip grafting is another propagation method that is used to eliminate viruses in the plant material.**

Activity 4 – Site Visit and Report

Visit a commercial nursery in your area of any kind other than a citrus nursery. Compare the propagation techniques and facilities to those used in citrus propagation as you described in activity 3. For each of the methods of propagation, find an example of a plant that is propagated in this way and explain whether this technique is applicable to citrus or not.

No model answer provided due to variation in choice of nursery. Observe all requirements, assess reasonability and completeness.

Activity 5 – Report Writing
Based on your conclusions in activity 4, make suggestions of improvements that can be made to the propagation structures and facilities at the nursery. Give reasons for your suggestions and explain what the results of these improvements will be.
No model answer provided due to variation in choice of nursery and outcomes of activity. Observe all requirements, assess reasonability and completeness.

Activity 6 – Worksheet
Make a list of the environmental factors that impact on the success of citrus propagation.
Environmental conditions should include: • **Atmospheric conditions: light, humidity, temperature, water, aeration (O_2 and CO_2levels)** • **Biotic conditions: bacteria, fungi and viruses in the rhizosphere, insects and weeds** • **Edaphic conditions: physical and chemical properties of growth medium in root-zone, and properties of container**

Activity 7 – Research and Discover
Do research to discover the answers to the questions below.
What artificial propagation media is available in South Africa?
May include: • **Rockwool** • **Composted pine bark** • **Vermiculite** • **Perlite** • **Peat moss** • **Coconut fibre**
What is this artificial propagation media used for?
Used during various stages of plant propagation (seed germination, seedlings, planting bags, etc). Media selection depends on the type of propagation and plant as well as the environment in which propagation will take place.
Is artificial propagation media used in citrus propagation? Explain your answer.
Yes, specifically composted pine bark etc. in planting bags and vermiculite for seed germination

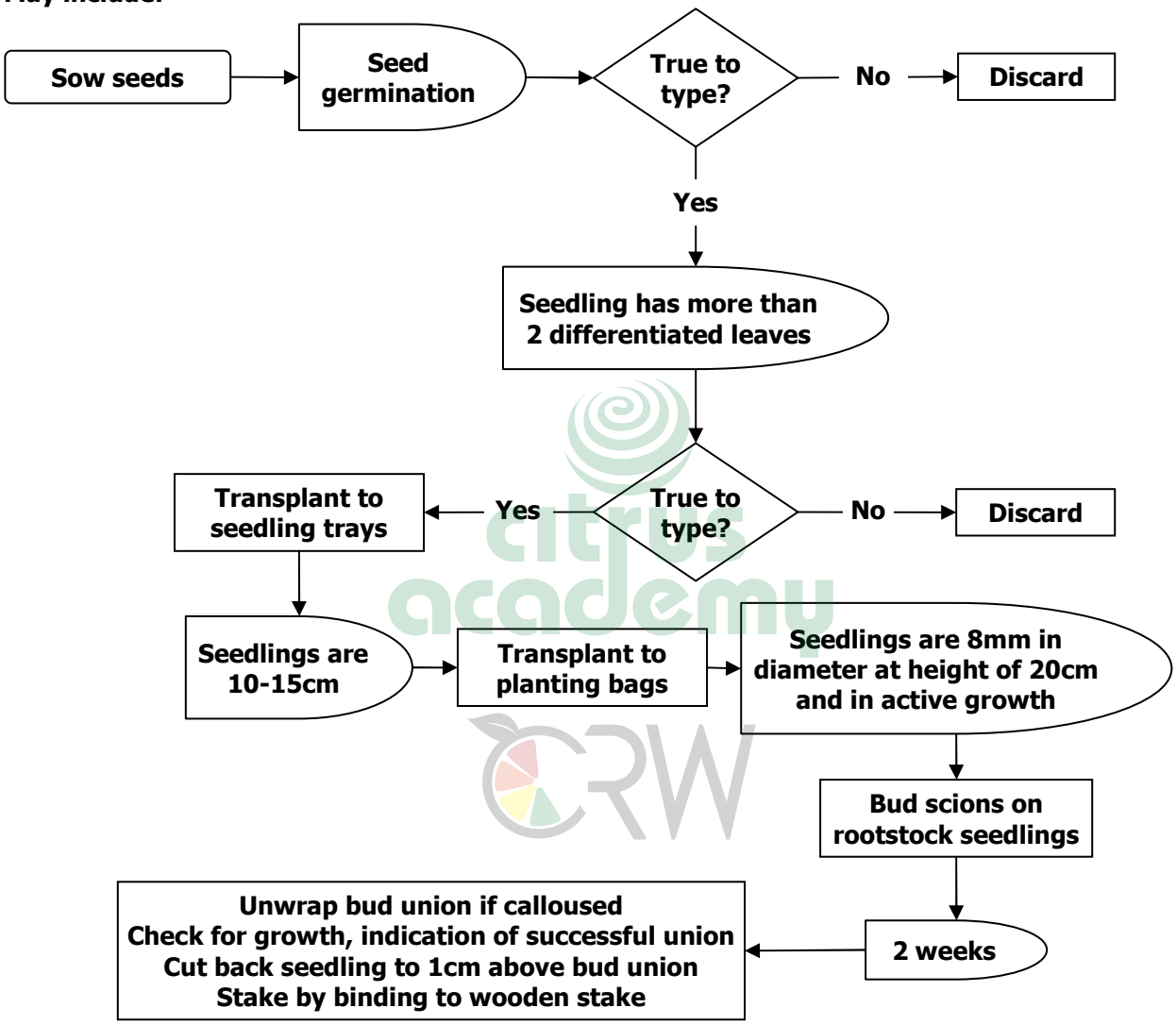
Activity 8 – Site Visit
Visiting any local nursery that performs plant propagation and answer the questions below.
No model answer provided due to variation in choice of nursery and nursery's SOPs and protocols. Observe all requirements, assess reasonability and completeness.
What growing media does the nursery use?
What are the different growing media used for?
What are the problems commonly encountered in the propagation environment?
How are these problems overcome?
What can contribute to the success or failure of propagation?
How is it determined whether propagation was successful or not?
What happens to the plants if propagation was unsuccessful?

Activity 9 – Flow Diagram

Select a citrus nursery in your area and conduct research on the post-propagation activities that take place. Draw a detailed flow diagram and indicate timeframes at each stage up to readiness for sale. Also indicate on the flow diagram the vulnerable stages in terms of attack from pests and diseases.

No model answer provided due to variation in choice of nursery and nursery's SOPs and protocols. Observe all requirements, assess reasonability and completeness.

May include:



Activity 10 –Research and Present

Interrogate the Citrus Improvement Program and other available resources about the hygiene procedures that must be followed in the propagation environment. Design a presentation aimed at low-level, literate workers in a citrus nursery to explain these procedures. Attach your presentation to your workbook.
TIP: A good place to start is the website of Citrus Research International on www.cri.co.za.

Presentation design as per learner. Must include:

- **Restricted access regulations**
- **Wearing of specific protective clothing**
- **Personal sanitation and hygiene regulations for workers entering the propagation environment**
- **Sanitising of propagation tools and equipment pre- and post-use.**

Presentation should be aimed at low literacy workers and include imagery such as warning signs and instructions via symbols.

Marking Matrix and Assessor Report for Formative Assessment Activities Formative Evidence Collection Summary for Unit Standard 116316 – Level 4					
	Action Required from Learner to Develop Competence	***Competence Assessments***	***Standard for Activity***	***Allocation of Marks***	***Feedback to Learner and Comments on Evidence***
Specific Outcome 1: **Recognise and use propagation structures, facilities and materials under supervision and do independent problem solving in relation to processes** *Range:* The propagation structures include but are not limited to sexual and asexual parts of the plant. Facilities include but are not limited to controlled protected or open field environments	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 2: **Propagate a variety of plant types using different asexual methods or processes** *Range:* Asexual propagation methods include but are not limited to plant cuttings, budding and grafting	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 3: **Experiment with different types of propagation media and environment** *Range:* Propagation media includes but is not limited to artificial media, soil, peat moss, heated and humidified seed boxes etc. Environment includes but is not limited to controlled atmosphere, open fields, 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	

Marking Matrix and Assessor Report for Formative Assessment Activities Formative Evidence Collection Summary for Unit Standard 116316 – Level 4					
	Action Required from Learner to Develop Competence	***Competence Assessments***	***Standard for Activity***	***Allocation of Marks***	***Feedback to Learner and Comments on Evidence***
Specific Outcome 4: **Establish a process for the post propagation activities** *Range:* Post propagation activities include but are not limited to pest and disease control, fertilisation, irrigation, hardening off, and transferring of propagated material to different environments	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

Research Project

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 test paper:

Unit Standard:	116316	**NQF Level:**	4
Learner Name			

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

What are the ideal propagation methods for the specific citrus varieties needed by the farmer?	5%
What propagation techniques does the nursery have to perform?	20%
What are the requirements for the propagation environment and facilities?	20%
How does the nursery ensure the success of propagation?	15%
What are the hygiene regimes of the nursery to ensure the quality of the propagated trees?	10%
What is the process flow of the nursery from receiving the propagation material to propagation to delivery to the farmer?	20%
How does the nursery control pests and diseases?	10%

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	116316			
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 116316 – Level 4					
Description	***Evidence Gathered***		***Benchmark***	***Competent / Not yet Competent***	***Feedback and Comments***
	Foundational and Embedded Knowledge	**Practical Skills, Underpinning Knowledge and Reflexive Competence**			
Specific Outcome 1: **Recognise and use propagation structures, facilities and materials under supervision and do independent problem solving in relation to processes** *Range:* The propagation structures include but are not limited to sexual and asexual parts of the plant. Facilities include but are not limited to controlled protected or open field environments	Research Project	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 2: **Propagate a variety of plant types using different asexual methods or processes** *Range:* Asexual propagation methods include but are not limited to plant cuttings, budding and grafting	Research Project	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 3: **Experiment with different types of propagation media and environment** *Range:* Propagation media includes but is not limited to artificial media, soil, peat moss, heated and humidified seed boxes etc. Environment includes but is not limited to controlled atmosphere, open fields, etc.	Research Project	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116316 – Level 4					
Description	***Evidence Gathered***		***Benchmark***	***Competent / Not yet Competent***	***Feedback and Comments***
	Foundational and Embedded Knowledge	**Practical Skills, Underpinning Knowledge and Reflexive Competence**			
Specific Outcome 4: **Establish a process for the post propagation activities** *Range:* Post propagation activities include but are not limited to pest and disease control, fertilisation, irrigation, hardening off, and transferring of propagated material to different environments	Research Project	CCFO Rating Scale	85% competence in all areas		
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Basic safety requirements related to the propagation environment, tools and procedures 2. Basic hygiene requirements for the propagation environments 3. Growing media – wet and dry 4. Weeds, pest and diseases 5. The safe use and handling of a variety of chemicals and hormonal and other organic preparations	Research Report	CCFO Rating Scale	Overall minimum test score of 85%		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116316 – Level 4					
Description	***Evidence Gathered***		***Benchmark***	***Competent / Not yet Competent***	***Feedback and Comments***
	Foundational and Embedded Knowledge	**Practical Skills, Underpinning Knowledge and Reflexive Competence**			
Unit Standard CCFOs: 1. **Problem solving** relates to all specific outcomes 2. **Teamwork** relates to all specific outcomes 3. **Self-organisation and management** relates to all specific outcomes 4. **Information evaluation** relates to all specific outcomes 5. **Communication** relates to all specific outcomes 6. **Use science and technology** relates to all specific outcomes 7. **Inter-relatedness of 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		

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.