

ASSESSMENT GUIDE FOR ASSESSORS & FACILITATORS

Conservation

Level 2



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Title:	Apply Sustainable Farming Practices to Conserve the Ecological Environment						
Applied Title:	Apply Sustainable Citrus Farming Practices to Conserve the Ecological Environment						
Field:	Agriculture and Nature Conservation						
Sub-Field:	Primary Agriculture						
SETA (SGB):	AgriSETA						
Skills Area:	Conservation						
Context:	Citrus Production						
US No:	116121	Level:	2	Credits:	5	Notional Hours:	50
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Based on the Production Guidelines of:



Supported by:



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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:	116121	Level:	2	Credits:	5
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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:

<i>Step</i>	<i>Description</i>	<i>Timeframe</i>
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	Design Conservation Plan	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	Define and Understand Production Systems and Production Management	
Registration Number	116121	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Design Conservation Plan	
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 – Group Discussion

1. Brainstorm as a group and list as many natural resources as you can think of. Write the list down below.
2. Now decide as a group whether each item on the list is a living (biotic) or a non-living (abiotic) resource.
3. Now decide as a group whether each item on the list is a renewable or a non-renewable resource.
4. Tick off all the items on the list that can be found on your farm or in your immediate area.

Natural resources: Water, soil, climate, energy (non-living); plants, animals (living)

Non-renewable: Water, soil, traditional energy

Renewable: Most plants and animals

Activity 2 – Group Discussion

1. Brainstorm together as a group and list as many waste resources as you can think of.
2. Now decide as a group how each of these waste resources can be recycled.

Any plastic, metal, refuse, chemicals, glass

Recycle through separation and make compost from organic waste; utilise waste in craft

Activity 3 – Group Debate

Hold a ten minute debate between two groups in the class. Make key notes for yourself as a reminder of the points that are made.

Group A – Traditional energy sources work very well and there is no reason to change how, where, when and how much energy we use on our farms.

Group B – Alternative energy sources are the way of the future, and if we do not modify our behaviour and

start changing the way in which we are currently using our energy sources on farms, then we will definitely run out sooner, rather than later.

No model answer supplied due to variation in interpretation and opinion

Activity 4 – Practical Project

1. Walk around outside on your farm and collect examples of noxious weeds you can find. Identify the plant species by using a picture catalogue of the current list of invasive species in South Africa that you can get from your facilitator.
2. Make a list of what everyone found and state why it is considered a noxious weed.
3. Paste at least three examples of the leaves, stems, seeds or flowers of the weeds in your workbook.
4. Write a paragraph explaining what cleared invasive plant material could be used for.
5. Join a team on your farm or in your area whom is clearing invasive species. You have to work with this team for at least two full working days. The supervisor or team leader must sign off the activities that you have performed.

No model answer supplied due to variation in interpretation and opinion

Activity 5 – Practical Project

Walk around on your farm or in the area where you live. Find an example of an eroded area. Complete the questions below.

None due to variation

Activity 6 – Practical Project

1. Join a team on your farm or in your area whom is constructing a fire guard or cutting a firebreak.
2. You have to work with this team for at least two full working days. The supervisor or team leader must sign off the activities that you have performed.
3. Write a detailed paragraph in your own words, explaining what you did and why it is important to construct fire guards or firebreaks.

According to firebreak principles of farm

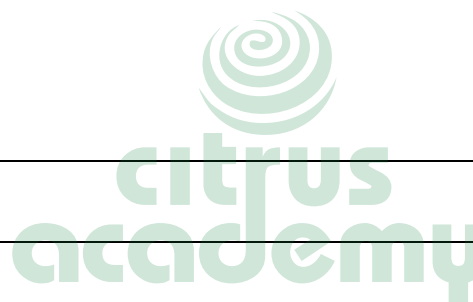
Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116121 – Level 2

	<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>
<p>Specific Outcome 1: Demonstrate an understanding of natural resources and recognise how sound management contributes towards sustainable farming systems.</p> <p><i>Range:</i> Natural resources include renewable and non-renewable resources, living and non-living resources</p>	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
<p>Specific Outcome 2: Eradicate alien plant species and noxious weeds.</p> <p><i>Range:</i> As outlined by the Department of Agriculture</p>	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
<p>Specific Outcome 3: Prevent the spread of veldt fires by making firebreaks and/or fireguards on the farm.</p> <p><i>Range:</i> Fireguards include fire resistant plants, water and stones</p>	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116121 – 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>
<p>Specific Outcome 4: Recognise harmful and useful fauna and flora and their purpose and/or effect on the farm.</p> <p><i>Range:</i> Fauna and flora include animals, micro-organisms, insects, plants including alien species common to the area</p>	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
<p>Specific Outcome 5: Recognise eroded areas and potential soil erosion and carry out minor control measures.</p> <p><i>Range:</i> Control measures include but are not limited to gabions, mulch, plant, vegetation material, etc.</p>	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
US CCFO: Problem Solving	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
US CCFO: Teamwork					
US CCFO: Self-management					
US CCFO: Interpreting Information					
US CCFO: Communication					
US CCFO: Technology					
US CCFO: Set of related systems					
US CCFO: Self-development					

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

Design a Conservation Plan

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

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

- Use this questionnaire-guide format to help you collect evidence for foundational and embedded knowledge as prescribed by the outcomes of the unit standards.
- Provide the questionnaire as listed to the learners as a guideline around which learners should plan and prepare their Conservation Plan.
- 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 score. Evidence must be found in the Conservation Plan that each question was addressed and/or considered in the design. The guideline questionnaire has a percentage bearing as follows per section of the Conservation Plan:
- This assessment tool can only be marked for learner assessment by a suitably qualified and registered assessor who is ALSO a subject matter expert in this specific field.
- If no such a person can be found to assess the learner, then it is advised that a qualified assessor consults with the appropriate subject matter expert prior to the 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.
- Have learners give the following heading to the Conservation Plan that they hand in:

Unit Standard:	116121	NQF Level:	2
Learner Name			

- Learners are given freedom to present the plan in any format of their choice

What crop does the farm produce?	5%
For which season am I designing the plan?	5%
What natural resources do we have on the farm?	10%
How are we going to protect these natural resources?	10%
Which alien plants occur?	5%
How will we eradicate them?	10%
When will we eradicate them?	5%

Can anything go wrong?	1%
Do we have to build firebreaks?	2%
How are we going to build firebreaks?	10%
When will we build firebreaks?	2%
Can anything go wrong?	1%
Where can soil erosion occur?	10%
How are we going to prevent the soil erosion?	10%
Are there animals, plants or insects that can harm my crop?	5%
Can I do something about it?	5%
Can my farming activities harm any of animals, plants or beneficial insects?	2%
How can I make sure that my farming activities do not harm any animals, plants, or beneficial insects?	2%



Step 7

Integrated Summative Assessment Tool

Two assessment tools are provided in this step, being:

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

These assessment tools have been drafted in their entirety and follow below. It must be copied and completed for every learner in the same manner and according to the same procedure.

Learners must not be given these tools in preparation for summative assessment. This corresponding step in the Learner Assessment Guide is a direct reflection of these tools and is drafted in a format that is appropriate to the learner's level of language competence.

1. Practical Assessment Tool

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

2. Attitudes and Attributes Assessment Tool

- Use this rating scale to judge the learner’s CCFO competence according to the unit standard.
- The learner’s entire performance and all the stages of learning, as well as all gathered evidence must be considered for this section.
- It is advised that the assessor consult with facilitators, mentors, coaches and supervisors in order to ensure that an objective rating is allocated.
- A rating between 1 and 5 should be given, as follows:

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.



Practical Assessment Tool				
Unit Standard:	116121	NQF Level:	2	
Learner Name				
<i>Tasks and Question</i>	<i>Criteria Checked For / Key Concepts Observed</i> (to be completed as per the real contexts and examples used whilst in the field)	<i>Learner Competent</i>	<i>Learner Not Yet competent and Recommended Revision</i>	<i>Assessor Comments</i>
1. Identify natural resources on the farm where you work that must be conserved				
1.1. What is a natural resource?	Something that is found naturally that assists us in our activities e.g. water, fauna, flora, soil			
1.2. Why are natural resources important in farming?	Without them, farming is virtually impossible			
1.3. How will we conserve natural resources?	<ul style="list-style-type: none"> Identify them Identify the risks to them Actively prevent damage or depletion Inform staff of conservation Install a pro-active conservation plan while farming 			
2. Identify invasive plants/animals on the farm where you work				
2.1. What makes things invasive?	<ul style="list-style-type: none"> When they take over When they kill off indigenous species When they deplete natural resources 			
2.2. How do you know if it is invasive?	<ul style="list-style-type: none"> Indigenous species suffer (visibly) Natural resources suffer (visibly) 			

2.3. Show how to eradicate invasive species	Able to perform task correctly and safely			
3. Identify risks/dangers that can lead to the outbreak of veldt fires				
3.1. What must be cleared to prevent veldt fires?	<ul style="list-style-type: none"> • Dead vegetation • Any flammable material 			
3.2. Whose responsibility is the prevention of veldt fires?	Everyone			
3.3. What is a firebreak?	A structure cut/built to prevent a veldt fire from jumping or spreading			
3.4. How do we cut/build a firebreak?	Able to perform task correctly and safely			
3.5. How often do we cut/build firebreaks?	Correctly stated as per SOP			
4. Identify risks/dangers that can lead to soil erosion				
4.1. What causes soil erosion?	<ul style="list-style-type: none"> • Wind • Water • Heavy equipment 			
4.2. Why is soil erosion undesirable?	Without topsoil, growing plants is impossible			
4.3. How can we prevent soil erosion?	<ul style="list-style-type: none"> • Stabilise soil • Fertilise soil • Rotate crops • Rotate animals • Retain indigenous vegetation • Plant cover crops • Install anti-erosion structures 			
4.4. Can we fix eroded soil?	To some extent, but with much effort and great expense			

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:	Actions to follow:	
	<input type="radio"/> Competent <input type="radio"/> Not yet competent in this unit standard	<input type="radio"/> Assessor report to ETQA <input type="radio"/> 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	116121		
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 116121 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
<p>Specific Outcome 1: Demonstrate an understanding of natural resources and recognise how sound management contributes towards sustainable farming systems.</p> <p><i>Range:</i> Natural resources include renewable and non-renewable resources, living and non-living resources</p>	Learner Workbook Farm Conservation Plan	Practical Interview and Observation checklist	85% competence in all areas		
<p>Specific Outcome 2: Eradicate alien plant species and noxious weeds.</p> <p><i>Range:</i> As outlined by the Department of Agriculture</p>	Learner Workbook Farm Conservation Plan	Practical Interview and Observation checklist	85% competence in all areas		
<p>Specific Outcome 3: Prevent the spread of veldt fires by making firebreaks and/or fireguards on the farm.</p> <p><i>Range:</i> Fireguards include fire resistant plants, water and stones</p>	Learner Workbook Farm Conservation Plan	Practical Interview and Observation checklist	85% competence in all areas		
<p>Specific Outcome 4: Recognise harmful and useful fauna and flora and their purpose and/or effect on the farm.</p> <p><i>Range:</i> Fauna and flora include animals, micro-organisms, insects, plants including alien species common to the area</p>	Learner Workbook Farm Conservation Plan	Practical Interview and Observation checklist	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116121 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
<p>Specific Outcome 5: Recognise eroded areas and potential soil erosion and carry out minor control measures.</p> <p><i>Range:</i> Control measures include but are not limited to gabions, mulch, plant, vegetation material, etc.</p>	Learner Workbook Farm Conservation Plan	Practical Interview and Observation checklist	85% competence in all areas		
<p>Embedded Knowledge:</p> <p>The learner is able to demonstrate a basic knowledge of:</p> <ol style="list-style-type: none"> 1. Patterns and processes of the environment. 2. Resource availability and limitations. 3. Basic sustainable agricultural principles. 4. Environmental indicators. 5. Basic soil types and its features i.e. clay, sand, loam and its distribution. 6. Basic weather patterns i.e. summer, winter, basic clouds and energy/ carbon/ hydrological/ oxygen cycles. 7. Basic water cycle and water management. 8. Basic veldt types i.e. savannah, fynbos, forest, Karoo and links to weather patterns. 9. Basic ecosystems, their distribution and links to the rest of the environment i.e. vlei, grasslands, mountains. 	Attend all lectures Complete workbook as per instruction	N/a	Overall minimum test score of 85%		

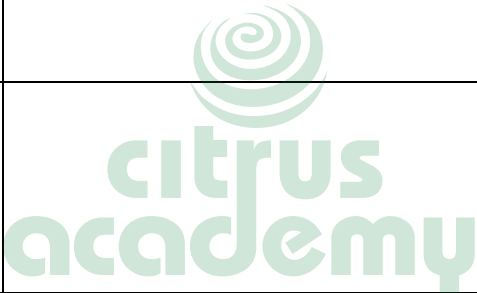

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116121 – Level 2

<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			
10. Needs for wild life corridors, their functions and possible areas for corridors. 11. Basic natural resources (water, soil, veldt, energy, heat), their limitations and sustainable uses. 12. Utilisation of basic waste as a resource i.e. types for erosion control, trench gardening. 13. Basic alternative energies i.e. wind, sun, gravity and some of their uses. 14. Basic biological pest control methods, identification and protection of predator insects, and where to access biological control agents. 15. Basic preparation and application of natural fertilisers. 16. Basic soil conservation and crop rotation methods. 17. Basic environmental indicators such as soil erosion, basic signs of land degradation. 18. Invasive species. 19. Pollution and pollution systems i.e. industry pollutants (ozone), farm pollutants i.e. dairies, etc. 20. Working safely with a range of hand-held tools. The learner is able to demonstrate an					

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116121 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
intermediate knowledge of: 21. Understanding the use of a range of hand-held mechanical and low tech-tools, e.g. spirit level, etc. 22. Following instructions accurately.					
Unit Standard CCFOs: <ul style="list-style-type: none"> • Problem Solving • Teamwork • Self-management • Interpreting Information • Communication • Use Science and Technology • The world as a set of related systems • Self-development 	N/a	Rating Scale	Minimum rating of 3:5 in each criteria or overall average of 3:5		

Assessor’s Assessment Review and Improvement Document	
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.

