

ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

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:



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Table of Contents

Directions	4
Step 1	5
Step 2	7
Step 3	8
Step 4	9
Step 5	11
Step 6	17
Step 7	19
Step 8	22
Step 9	23
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	Design a Conservation Plan	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:	116121
<p>Your rights as a learner are:</p> <ol style="list-style-type: none"> 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. 	
<p><u>Qualification</u></p> <p>This standard leads to the award of credits for unit standard 116121. 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.</p>	
<p><u>Confidentiality</u></p> <p>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.</p>	

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:	



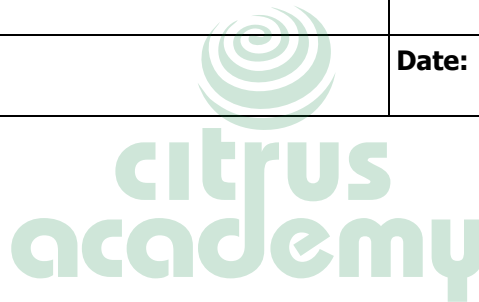
Step 2

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	116169	Understand how sustainable farming systems conserve natural resources			
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's 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:		Apply sustainable farming practices to conserve the ecological environment
Module / Unit Standard Registration Number:		116121
<i>Step Number</i>	<i>Step Description and Learner's Tasks</i>	<i>Completion / Submission Date</i>
5	Assessment Activity Workbook <ul style="list-style-type: none"> 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	Design Conservation Plan <ul style="list-style-type: none"> There are many important things that you need to remember about conservation 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 design a conservation plan 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 use to plan your conservation plan. Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you do not understand. 	

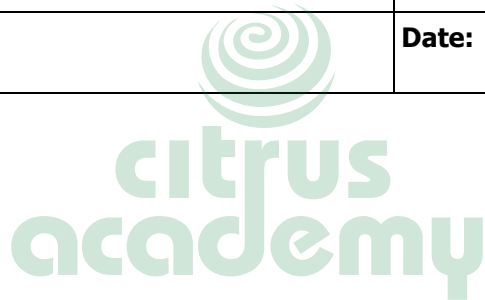
7	<p>Practical Assessment</p> <ul style="list-style-type: none"> You also have to develop very specific character traits and attitudes and to be able to do very specific tasks to be competent in this learning module, good in this job and before you can move on to level three. Going out into the field, 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 don't understand. 	
8	<p>Re-Assessment Procedure</p> <ul style="list-style-type: none"> 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	<p>Paperwork</p> <ul style="list-style-type: none"> 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. 	
10	<p>Improving the Learning and Assessment Process</p> <ul style="list-style-type: none"> 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. 	
<p>Into the Future</p> <ul style="list-style-type: none"> 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. 		
<p>Learner's Signature</p>		<p>Date:</p>
<p>Assessor's Signature</p>		<p>Date:</p>

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.

1. Describe in detail where the eroded area is situated.
2. Explain in your own words what type of erosion you think this might be.
3. Explain in your own words what you think caused this area to become eroded in the first place.
4. Now find an area where soil could potentially become eroded.
5. Describe the area and problem in detail.
6. Explain in both cases what you think can be done to remedy the situation.

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 Conservation Plan

You are now ready for step six of the assessment process, the design of a farm conservation plan for a season. 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 test in order to be found competent.

Inform the assessor if you have any special needs or requirements **before** the agreed date for the hand in of your conservation plan. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test 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.

Plan and prepare by using the question-list given below. You can choose in what format you want to present your Conservation Plan.

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>
What crop does the farm produce?		
For which season am I designing the plan?		
What natural resources do we have on the farm?		
How are we going to protect these natural resources?		
Which alien plants occur?		
How will we eradicate them?		
When will we eradicate them?		
Can anything go wrong?		
Do we have to build firebreaks?		
How are we going to build firebreaks?		
When will we build firebreaks?		
Can anything go wrong?		
Where can soil erosion occur?		
How are we going to prevent the soil erosion?		
Are there animals, plants or insects that can harm my crop?		
Can I do something about it?		
Can my farming activities harm any of animals, plants or beneficial insects?		

<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>
How can I make sure that my farming activities do not harm any animals, plants, or beneficial insects?			
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 test 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 test. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test 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.

<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: Identify natural resources that must be conserved on the farm where you work.		
• What is a natural resource?		
• Why are natural resources important in farming?		
• How will we conserve natural resources?		
Task 2: Identify invasive plants on the farm where you work.		
• What makes things invasive?		
• How do you know if it is invasive?		
• Show how to eradicate invasive species		

Tasks and Questions	<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 3: Identify risks or dangers that can lead to the outbreak of veldt fires.		
• What must be cleared to prevent veldt fires?		
• Whose responsibility is the prevention of veldt fires?		
• What is a firebreak?		
• How do we cut/build a firebreak?		
• How often do we cut/build firebreaks?		
Task 4: Identify risks or dangers that can lead to soil erosion		
• What causes soil erosion?		
• Why is soil erosion undesirable?		
• How can we prevent soil erosion?		
• Can we fix eroded soil?		

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.

Observations	<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.

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- 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 them as instructed.

Learner Information Form			
Unit Standard	116121		
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 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					
<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			
intermediate knowledge of: 1. Understanding the use of a range of hand-held mechanical and low tech-tools, e.g. spirit level, etc. 2. Following instructions accurately.					
Unit Standard CCFOs: 1. Problem solving relates to specific outcomes 1 to 6 2. Teamwork relates to specific outcomes 1 to 6 3. Self-management relates to specific outcomes 1 to 6 4. Interpreting information relates to specific outcomes 1 to 6 5. Communication relates to specific outcome 6 6. Use science and technology relates to specific outcomes 1 to 6 7. The world as a set of related systems relates to specific outcomes 1, 2, 5 and 6 8. Self-development relates to specific outcomes 1 to 6	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.

