

# ASSESSMENT GUIDE

## FOR

# ASSESSORS & FACILITATORS

## Plant Propagation

### Level 2



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<b>Title:</b>	<b>Demonstrate an Understanding of Plant Propagation</b>						
<b>Applied Title:</b>	<b>Demonstrate an Understanding of Citrus Plant Propagation</b>						
<b>Field:</b>	Agriculture and Nature Conservation						
<b>Sub-Field:</b>	Primary Agriculture						
<b>SETA (SGB):</b>	AgriSETA						
<b>Skills Area:</b>	Propagation						
<b>Context:</b>	Citrus Production						
<b>US No:</b>	116119	<b>Level:</b>	2	<b>Credits:</b>	3	<b>Notional Hours:</b>	30
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Based on the Production Guidelines of:



Supported by:



**Unit standard alignment and assessment tool development:**

Cabeton Training and Development

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## Directions

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

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

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

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

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

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

<b>US No:</b>	116119	<b>Level:</b>	2	<b>Credits:</b>	3
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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:

<b>Step</b>	<b>Description</b>	<b>Timeframe</b>
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	Learner 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.

<b>Learner and Assessor Assessment Plan</b>		
<b>Unit Standard</b>	Demonstrate an Understanding of Plant Propagation	
<b>Registration Number</b>	116119	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
<b>Step 5</b>	Learner Formative Assessment Activities	
<b>Step 6</b>	Research Project	
<b>Step 7</b>	Integrated Summative Assessment	
<b>Step 8</b>	Re-Assessment Procedures	
<b>Step 9</b>	Documentation	
<b>Step 10</b>	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.**

<b>Activity 1 – Brainstorming</b>
Brainstorm with a partner and answer the questions below:
Name the environmental factors that must be controlled during propagation.
<ul style="list-style-type: none"> <li>• <b>Humidity</b></li> <li>• <b>Aeration</b></li> <li>• <b>Light quality and quantity</b></li> <li>• <b>Temperature</b></li> <li>• <b>Water</b></li> </ul>
Define the term respiration and name the environmental factor that promotes this process.
<b>Respiration refers to the process during which the plant takes up oxygen (O<sub>2</sub>) and releases carbon dioxide (CO<sub>2</sub>).</b> <b>Environmental Factor: Aeration</b>
Define the term photosynthesis. What substance is produced during this process?
<b>Process where plants utilise sunlight, carbon dioxide, minerals and water and transform it with the aid of pigments to carbohydrates.</b> <b>Product: Usually sugars and starch</b>
What is red light and what is it used for?
<b>To stimulate seed germination</b>
What methods are used to maintain the ideal temperature for propagation?
<b>Through lights being left on.</b>

### Activity 2 – Worksheet

Answer the questions below on your own and in your own words:

Name the three commonly used methods of propagation.

- **Seed propagation**
- **Vegetative propagation**
- **Tissue culture propagation**

What combination of propagation methods is used for citrus why?

#### **Seed and vegetative propagation**

**Propagating plants with seeds allows the propagator to retain the best properties of two different types, or varieties, of citrus plants. Citrus plants are not propagated only through seed, because a greater consistency is obtained from using vegetative propagation for the actual fruit producing part of the plant, because vegetative reproduction allows the propagator to make an exact copy of the parent plant, while propagating with seed combines the properties of two parent plants and results in a completely new individual with completely new properties.**

Name five advantages of dual propagation.

- **Cultivar and variety development**
- **Adaptability to soil**
- **Genetic segregation**
- **Prolonged juvenility**
- **Excessive vigour and thorniness**

Describe the methods of extracting seed.

**The simplest means of extraction is making a horizontal, shallow cut into the fruit, just deep enough to avoid cutting the seeds. Twist the two halves apart and collect the seeds by using an electric juicer. The seeds are separated from the accompanying pulp by repeated washing. Large-scale operations make use of a crusher, which separates the seeds from the pulp, rag and peels by using jets of water. The crushed fruits can also be treated with pectinase enzymes at controlled temperatures, while constantly stirring. The enzyme treatment essentially digests the pulp, rag and peel, leaving the seeds intact.**

Why is the budding area wrapped after grafting?

**To keep rain and irrigation water from running down the stem and from entering the join, which can prevent the bud from healing, and which can cause diseases and infections. Wrapping is also done to hold the bud firmly in place on the rootstock until union and healing of wounds is complete. Fifteen days are generally a long enough period to achieve this.**

Name the instruments used during propagation.

**Dependant on type of propagation. Could be seedling trays, grafting knives, grafting tape etc. Could also include instruments measuring humidity, temperature, etc.**

Why is sanitation and sterilisation important?

**To prevent the infection by pathogens, sanitation and sterilisation is essential.**

### Activity 3 – Worksheet

Answer the questions below on your own and in your own words:

What are the indicators of successful propagation?

- **Trueness-to-type**
- **Freedom from pathogens**
- **Health of plants**

What are the indicators of unsuccessful propagation?

<p><b>Dead buds, diseased plants, mixed cultivars, and inferior plants are the main indicators of unsuccessful propagation. Although not common, mutant expressions such as fruit and/or leaf variegations and fruit deformation are deviations from the desired traits.</b></p>
<p>Who sets the standards for successful propagation?</p>
<p><b>Citrus Improvement Programs (CIP)</b></p>

<p><b>Activity 4 – Field Trip</b></p>
<p>Attend the field trip to a commercial citrus nursery. Complete the following:</p>
<p>Draw a scale plan of the nursery layout. Explain briefly any points of importance, as pertaining to citrus propagation.</p>
<p><b>None supplied due to variation in nurseries and applications.</b></p>
<p>Draw up an equipment list for the citrus nursery, detailing what each piece of equipment would be used for.</p>
<p><b>None supplied due to variation in nurseries and applications.</b></p>
<p>Explain in detail any health, safety and hygiene cautionary instructions that would be needed for each piece of equipment.</p>
<p><b>None supplied due to variation in nurseries and applications.</b></p>
<p>Pick a specific cultivar of one type of citrus tree. Explain the method in which this tree would be propagated in detail.</p>
<p><b>None supplied due to variation in nurseries and applications.</b></p>
<p>Explain what the role of temperature and humidity would be in the propagation of this tree.</p>
<p><b>None supplied due to variation in nurseries and applications.</b></p>
<p>Draw up a detailed duty roster, detailing and scheduling the care of propagated trees in a nursery.</p>
<p><b>None supplied due to variation in nurseries and applications.</b></p>

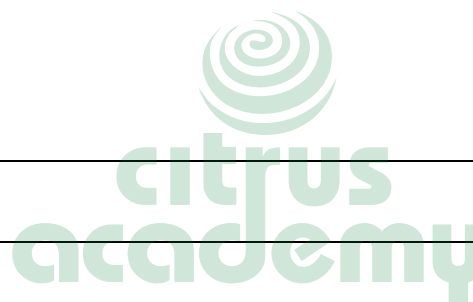
**Marking Matrix and Assessor Report for Formative Assessment Activities**  
**Formative Evidence Collection Summary for Unit Standard 116119 – Level 2**

	<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><b>Specific Outcome 1: Recognise the environmental requirements for propagation in a specific agricultural production context</b></p> <p><i>Range:</i> The environmental needs may include but are not limited to humidity, ventilation, temperature, light intensity, moisture, etc.</p>	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	<p>Activity answers must be at least 85% correct</p> <p>A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook</p>	As per model answer sheet	
<p><b>Specific Outcome 2: Identify appropriate propagation methods and applicable tools for specific agricultural production systems</b></p> <p><i>Range:</i> Propagation methods include but are not limited to direct sowing, seeding tray, seed bed, vegetative cuttings of rhizomes, corns, tubes, scaling of bulbs and tissue culture, budding, grafting and layering. Appropriate tools include but are not limited to pruning shears, budding knives etc. while equipment could include heating, cooling, hydration etc.</p>	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	<p>Activity answers must be at least 85% correct</p> <p>A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook</p>	As per model answer sheet	

**Marking Matrix and Assessor Report for Formative Assessment Activities  
Formative Evidence Collection Summary for Unit Standard 116119 – 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><b>Specific Outcome 3: Distinguish between successful and unsuccessful propagation under specific agricultural production context</b></p> <p><i>Range:</i> Success indicators include but are not limited to root development, germination of seed, bud / graft union, shoot development, etc.</p>	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	<p>Activity answers must be at least 85% correct</p> <p>A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook</p>	As per model answer sheet	
<b>US CCFO: Identifying</b>	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	
<b>US CCFO: Working</b>					
<b>US CCFO: Organising</b>					
<b>US CCFO: Communicating</b>					
<b>US CCFO: Science</b>					
<b>US CCFO: Demonstrating</b>					
<b>US CCFO: Contributing</b>					
<b>US CCFO: Identifying</b>					

<b>Assessment Feedback Form – Activity Workbook</b>			
		<b>Comments / Remarks</b>	
Feedback to learner on assessment			
Feedback from learner to assessor			
<b>Learner's Signature</b>		<b>Date:</b>	
<b>Assessor's Signature</b>		<b>Date:</b>	



## Step 6

### Learner 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.

The learner has to prepare and present a multi-media presentation regarding research done on the propagation of the crop planted on their farm. Consult the grid below to ensure that learners have covered all aspects sufficiently. Should you feel that insufficient information has been presented, 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:

<b>Unit Standard:</b>	116119	<b>NQF Level:</b>	2
<b>Learner Name</b>			

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

Is the crop propagated sexually or asexually?	5%
Explain why the choice of propagation method (sexual/asexual) is made.	15%
Give a detailed description of the method of propagation, i.e. list the tools, equipment, environment, actual propagation method etc.	20%
What environmental factors will affect the success or failure of the propagation? List them.	20%
If you were the nursery manager, how would you ensure that you have a very high percentage success rate for the plants that you propagate?	20%
How will you know if the propagation has been successful or not?	20%

## Step 7

### Integrated Summative Assessment Tool

One assessment tool is provided in this step, being:

1. Attitudes and Attributes Assessment Tool

This assessment tool has been drafted in its entirety and follows below. It must be copied and completed for every learner in the same manner and according to the same procedure.

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

**1. Attitudes and Attributes Assessment Tool**

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

<b>Rating</b>	<b>Description</b>
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:

<b>Rating</b>	<b>Description</b>
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

<b>CCFO Criteria</b>	<b>Rating</b>
<b>Identifying</b> – The learner can identify problems and deficiencies correctly.	
<b>Working in a Team</b> – The learner is able to work well as member of a team.	
<b>Organising</b> – The learner works in an organised and systematic way whilst performing all tasks and tests.	
<b>Communicating</b> – 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.	
<b>Demonstrating</b> – The learner is able to show and perform the tasks required correctly.	
<b>Contributing</b> – 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.	
<b>Science</b> – Learner is able to utilise and use science and technology effectively	
<b>Collecting</b> – Learner can effectively gather information	



<b>Assessment Feedback Form</b>			
	<b>Comments / Remarks</b>		
Feedback to learner on assessment and / or overall recommendations and action plan for competence			
Feedback from learner to assessor			
<b>Assessment Judgement</b>	You have been found:  <input type="radio"/> Competent <input type="radio"/> Not yet competent  in this unit standard	Actions to follow:  <input type="radio"/> Assessor report to ETQA <input type="radio"/> Learner results and attendance certification issued	
<b>Learner's Signature</b>		<b>Date:</b>	
<b>Assessor's Signature</b>		<b>Date:</b>	
<b>Moderator's Signature</b>		<b>Date:</b>	

## 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**

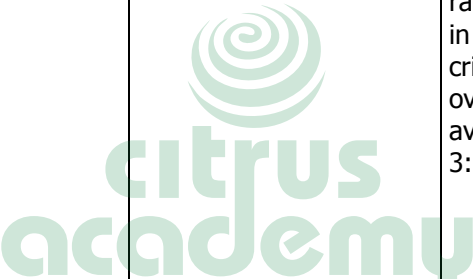
The assessment appeal form is also provided in the learner assessment guide. Assist the learner to complete the document if necessary.

The learner must be requested to sign-off all reports and documents before they are placed in the portfolio of evidence.

<b>Assessor Information Form</b>			
<b>Unit Standard</b>	116119		
<b>Program Date(s)</b>			
<b>Surname</b>			
<b>First Name</b>			
<b>Company Name</b>			
<b>Job / Role Title</b>			
<b>Home Language</b>			
<b>Gender</b>	Male	Female	
<b>Race</b>	African	Coloured	Indian/Asian   White
<b>Employment</b>	Permanent	Non-permanent	
<b>Disabled</b>	Yes	No	
<b>Date of Birth</b>			
<b>ID Number</b>			
<b>Contact Telephone Numbers</b>			
<b>Email Address</b>			
<b>Postal Address</b>			

<b>Assessor Report and Summative Evidence Collection Summary for Unit Standard 116119 – Level 2</b>					
<b>Description</b>	<b>Evidence Gathered</b>		<b>Benchmark</b>	<b>Competent / Not yet Competent</b>	<b>Feedback and Comments</b>
	<b>Foundational and Embedded Knowledge</b>	<b>Practical Skills, Underpinning Knowledge and Reflexive Competence</b>			
<p><b>Specific Outcome 1: Recognise the environmental requirements for propagation in a specific agricultural production context</b></p> <p><i>Range:</i> The environmental needs may include but are not limited to humidity, ventilation, temperature, light intensity, moisture, etc.</p>	Research Project	CCFO Rating Scale	85% competence in all areas		
<p><b>Specific Outcome 2: Identify appropriate propagation methods and applicable tools for specific agricultural production systems</b></p> <p><i>Range:</i> Propagation methods include but are not limited to direct sowing, seeding tray, seed bed, vegetative cuttings of rhizomes, corms, tubers, scaling of bulbs and tissue culture, budding, grafting and layering. Appropriate tools include but are not limited to pruning shears, budding knives etc. while equipment could include heating, cooling, hydration etc.</p>	Research Project	CCFO Rating Scale	85% competence in all areas		
<p><b>Specific Outcome 3: Distinguish between successful and unsuccessful propagation under specific agricultural production context</b></p>	Research Project	CCFO Rating Scale	85% competence in all areas		

<b>Assessor Report and Summative Evidence Collection Summary for Unit Standard 116119 – Level 2</b>					
<b>Description</b>	<b>Evidence Gathered</b>		<b>Benchmark</b>	<b>Competent / Not yet Competent</b>	<b>Feedback and Comments</b>
	<b>Foundational and Embedded Knowledge</b>	<b>Practical Skills, Underpinning Knowledge and Reflexive Competence</b>			
<i>Range:</i> Success indicators include but are not limited to root development, germination of seed, bud / graft union, shoot development, etc.					
<p><b>Embedded Knowledge:</b></p> <p>The learner is able to demonstrate basic knowledge of:</p> <ol style="list-style-type: none"> <li>1. Basic safety requirements related to the propagation environment and procedures</li> <li>2. Basic hygiene requirements for the propagation environments</li> <li>3. Growing media – wet and dry</li> <li>4. Weeds, pest and diseases</li> <li>5. Nomenclature related to all aspects of plant propagation</li> <li>6. Sensory cues related to the various aspects of plant propagation</li> <li>7. The purpose of learning about plant propagation</li> <li>8. All procedures, legislation, rules and codes of conduct pertaining to plant propagation</li> <li>9. All procedures related to the propagation of plants</li> </ol>			Overall minimum test score of 85%		

<b>Assessor Report and Summative Evidence Collection Summary for Unit Standard 116119 – Level 2</b>					
<b>Description</b>	<b>Evidence Gathered</b>		<b>Benchmark</b>	<b>Competent / Not yet Competent</b>	<b>Feedback and Comments</b>
	<b>Foundational and Embedded Knowledge</b>	<b>Practical Skills, Underpinning Knowledge and Reflexive Competence</b>			
<p><b>Unit Standard CCFOs:</b></p> <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Working in a Team</li> <li>• Organising</li> <li>• Communication</li> <li>• Demonstrating</li> <li>• Contributing</li> <li>• Science</li> <li>• Collecting</li> </ul>	N/a	Rating Scale 	Minimum rating of 3:5 in each criteria or overall average of 3:5		





<b>Assessor’s Assessment Review and Improvement Document</b>	
<b>Issues</b>	<b>Comments</b>
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.

<b>Appeal Form</b>			
I hereby appeal against the outcome of my assessment.			
<b>Date:</b>			
<b>Learner's Name:</b>			
<b>Assessors Name:</b>			
<b>Organisation:</b>			
<b>Assessment Details:</b> Criteria, role, standards Used, etc.			
<b>Issue to be Reviewed:</b>			
<b>Learner's Signature</b>		<b>Date:</b>	
<b>Assessor's Signature</b>		<b>Date:</b>	

## 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.

