



ASSESSOR GUIDE

Plant propagation



Title:	Explain the Propagation of Plants						
Applied Title:	Explain the Propagation of Sub-tropical fruit Plants						
Field:	Agriculture and Nature Conservation						
Sub-Field:	Primary Agriculture						
SETA (SGB):	AgriSETA						
Skills Area:	Plant Propagation						
Context:	Subtropical fruit Production						
US No:	116220	Level:	3	Credits:	4	Notional Hours:	40
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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:	116220	Level:	3	Credits:	4
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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:

Step	Description	Timeframe
1	Pre-Assessment Briefing and Checklist	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	Report Writing	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 assessor 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	Explain the propagation of plants	
Registration Number	116220	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Report Writing	
Step 7	Integrated Summative Assessment Tool	
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.

Learners hand 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 marking matrix that follows.

The learner must 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

Hold a brief group discussion about

- (a) what is required to propagate subtropical plants successfully and
- (b) about the problems that one might encounter. Write key notes for yourself.

No Model answer provided as it may differ.

Activity 2 – Worksheet

What are the benefits of propagating subtropical plants in protected structures?

Sub-tropical fruit plants respond to the environmental conditions through growth rate. Where factors are well managed in protected structures, better growth is achieved, while retarded growth and even loss of plants may result from an environment that is not well managed.

Is subtropical plants ever propagated in open field environments? Motivate your answer.

Although subtropical crops may be propagated in open field conditions, it is not recommended as this environment cannot be controlled intensively and numerous diseases and pests can influence the health and survival of these crops.

Why is temperature controlled during subtropical plants propagation?

Higher temperatures, in the region of 35°C or more, reduce the rate of photosynthesis, exhausting stored reserves of carbohydrates. The increase in temperature also alters molecular structures of enzymes and proteins. If the temperature falls below 12°C, growth is affected because the physical properties of water in the plant are altered, becoming less fluid

and reducing the rate of molecular movement in the plant. This translates to a reduced rate of compound translocation and catalytic reactions that can lead to plant death.

Extended exposure to temperatures below 10°C causes cold injuries to plants, mainly to new shoots. This is the reason why sub-tropical fruit cannot be propagated without costly protective measures in areas where frost occurs

What is the ideal temperature at which subtropical plants is propagated?

29°C in general, makes large quantities of carbohydrates (sugars) available for plant growth and development. Cell division and elongation is at an optimum and vigorous growth is expressed through large and healthy leaves, thicker stems, and denser, healthy roots.

Why is humidity controlled during subtropical plants propagation?

In an environment where the water vapour level is high, it takes longer for the water molecules on the leaf surface to evaporate, meaning the exchange factor is lower. Where relative humidity is low, the transpiration rate increases.

What is the ideal relative humidity for subtropical plants propagation?

Ideal conditions for propagation requires a high rh, being between 80% and 95% and occasionally reaching 100%.

What are the ideal light conditions for subtropical plants propagation?

700nm where CO₂ absorption is at its optimum

How can insects interfere with successful propagation?

In the nursery, with young trees that are very vulnerable and require the most out of metabolic processes, insects that reduce the plant's ability to produce and transform important compounds, such as carbohydrates and proteins, are considered pests. Damage mainly occurs with the destruction or distortion of the leaf structure.

How can a propagator avoid interference from insects?

Insects can be responsibly controlled by any means available.

How can weeds interfere with successful propagation?

Weeds have a negative impact on the growth of seedlings, because they compete with other plants for nutrients and water.

How can a propagator avoid interference from weeds?

Weeds can be weeded by hand, or other means can be used to control them including mechanical and chemical control measures. Control of weed seed distribution within the nursery is also important to limit their interference.

How can micro-organisms interfere with successful propagation?

Micro-organisms may be disease causing agents by virtue of their parasitic and pathogenic nature. They grow on plant parts such as roots, stems and leaves and cause diseases, destroying the plant in the process.

How can a propagator avoid interference from micro-organisms?

Micro-organisms are mostly controlled via chemical means.

What are the typical properties of growth mediums used in subtropical plants propagation?

Growth medium properties can be divided into physical and chemical properties: Physical soil properties refer to the texture, structure, depth, stratification and aeration of the soil. In terms of propagation, physical growth medium properties refer to the texture, structure and aeration of the soil. Soil depth and stratification are controlled in the nursery environment.

Chemical properties are defined as those characteristics of the growth medium that cannot be seen or felt, but that influence reactions that take place in it. These include the pH, salinity (expressed as electrical conductivity), and potential gas exchange reactions.

What are the typical properties of containers used to propagate subtropical plants in?

Container properties are determined by the material used for the containers in which plants are grown. Different materials can be used as containers for sub-tropical fruit propagation, with the choice ranging from polyethylene bags through pots to sisal sacs.

Heat retention and diffusion from the media in the container is a very important aspect of propagation, since the temperature in the root-zone affects the development of the plant. High temperatures of about 27°C and up will lead to increased water evaporation from the medium, which can have severe consequences and may even result in roots dying.

Lower temperatures also affect root growth. At temperatures in the region of 12°C and below, most the metabolic processes of subtropical plants slow down.

Black coloured polyethylene bags are the most commonly used containers in the South African sub-tropical fruit nurseries. Their properties to absorb and distribute heat in the medium are satisfactory, especially during the colder periods of the year.

In addition to root growth stimulation, the bag requires much less storage space, costs less, and is more degradable. These are the major considerations that have made the plastic bag a better option compared to for example plastic pots

Activity 3 – Research and Discover	
Visit a subtropical plants nursery and find answers to the following questions.	
These answers may differ according to the nursery visited.	
Describe how the plant is propagated.	
Describe the environment in which the plant is	Describe how the environment is monitored and
Structure:	Structure:
Temperature:	Temperature:
Humidity:	Humidity:
Water:	Water:
Aeration:	Aeration:
Light conditions:	Light conditions:
Explain what tools, equipment and materials are required for the propagation.	
At what time of year is the propagation occurring? Why does it take place at this time?	
What parts of the plant are being used? For what are the plant parts used?	
What do they do to ensure that they have a high success rate?	

What hygiene and sanitation rules are there in the propagation environment? Why?

Activity 4 – Group Discussion

Hold a group discussion about the following issues and write key notes for yourself.

Is subtropical plants ever propagated with seed? Motivate your answer.
Yes, some rootstocks of subtropical plants including avocados, mangoes and macadamias are propagated by the use of seed.
If plants have to be propagated from seed, what criteria must the seed meet?
The seed must be from a reputable source and must be free from any diseases or insects.
If plants are propagated from seed, how are the seeds handled and treated before sowing?
Seeds should be sterilized before they are planted.
If plants are propagated from seed, how are the seeds treated and handled after sowing?
Seeds should get enough water and nutrients to grow and should be placed in the optimal environment to optimise germination.
What is "vegetative" propagation?
Vegetative propagation is when plants are propagated not through seed, but through using plant parts, also referred to as scions. When a plant is propagated in this way, it has exactly the same characteristics as the plant from which the scion was taken.
When are plants propagated using vegetative propagation techniques?
Preserving the genetic characteristics of a particular plant. Propagating plants that do not produce viable seeds, such as bananas, pineapples, and seedless grape. Propagating plants that produce seed that is difficult to germinate or has a very short storage life, such as cotoneaster and willow. Bypassing the juvenile stage of plant growth when the plants will not flower and bear fruit.
Name the vegetative propagation techniques used in subtropical plants propagation.
Numerous techniques are used, but these include air layering, grafting, budding etc.

Activity 5 – Flow Diagram

Draw a flow diagram showing how subtropical plants propagation takes place. Indicate where temperature and humidity is controlled and point out how the propagation material is handled and damage to the plants is avoided.

Would differ from crop to crop and no model answer is provided.

Activity 6 – Worksheet

Complete the worksheet below in your own words.

What would a nursery keep records of?

Pest and disease scouting records Chemical use data containing information of the chemicals that were used, the target pest or disease and the concentrations Water quality test results Growth medium test results Type and amount of fertiliser used
Why does a nursery keep records?
Recordkeeping is a managerial function that ensures that operations are monitored properly. If this function is neglected, inaccurate records can lead to poor decision-making. Based on previous records, the propagator can project future operational needs with a greater degree of accuracy. Although conditions may change, there is a greater probability that the same trend will be repeated.
What are the consequences if records are not kept correctly?
If this function is neglected, inaccurate records can lead to poor decision-making

Activity 7 – Worksheet

Complete the worksheet below in your own words.

What are the best tools for propagating subtropical plants?
From seed germination to the time trees are dispatched, there are a host of operations that take place
Why are these tools used?

Why are these tools used?
Tools aid to ensure propagation is effective.
Can the tools spread disease? Explain your answer.
Yes, diseases can be spread by tools in the nursery, especially if they are not sterilised before and after use.
Can the tools injure people working with it? Explain your answer.
Yes, tools may be sharp and care should be taken to ensure people are aware of these dangers and properly trained to use the tools.
How will you personally prevent that tools spread disease in the propagation environment?
Answer will differ between learners. Important to mention tool sterilization.
How will you personally prevent damage to the plant material by the tool?
Answer will differ between learners.
How will you personally prevent damage to yourself while using the tool?
Answer will differ between learners.

Assessment Guide – Assessor and Facilitator

Skills Area: Propagation

Level: 3

Unit Standard: 116220

Marking Matrix and Assessor Report for Formative Assessment Activities Formative Evidence Collection Summary for Unit Standard 116220 – Level 3					
	<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><i>Specific Outcome 1:</i> Demonstrate an understanding of the function of environmental requirements for propagation within a specific agricultural production context.</p> <p><i>Range:</i> The propagation environment includes, but is not limited to, open field and protective structures related to the environmental needs of humidity, ventilation, temperature, light intensity and moisture.</p>	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
<p><i>Specific Outcome 2:</i> Demonstrate an understanding of the general propagation procedures and select appropriate procedures within a specific agricultural production context.</p> <p><i>Range:</i> Propagation procedures include, but are</p>	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	

Assessment Guide – Assessor and Facilitator

Skills Area: Propagation

Level: 3

Unit Standard: 116220

Marking Matrix and Assessor Report for Formative Assessment Activities Formative Evidence Collection Summary for Unit Standard 116220 – Level 3					
	<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>
not limited to, direct sowing, seedling tray, seedbed, vegetative cuttings of rhizomes, corms, tubes, scaling of bulbs and tissue culture.					
<p><i>Specific Outcome 3:</i> Monitor environmental conditions in the propagation area within a specific agricultural production context.</p> <p><i>Range:</i> The environmental conditions 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	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
<p><i>Specific Outcome 4:</i> Choose and apply the necessary tools for the propagation within a specific agricultural production context.</p> <p><i>Range:</i> Tools include but are not limited to pruning shears, budding knives, scalpels, gas flames, laminar flow bench etc. Hygiene</p>					

Assessment Guide – Assessor and Facilitator

Skills Area: Propagation

Level: 3

Unit Standard: 116220

Marking Matrix and Assessor Report for Formative Assessment Activities					
Formative Evidence Collection Summary for Unit Standard 116220 – Level 3					
	<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>
requirements include but are not limited to sterilization, radiation, alcohol washes etc. Safety requirements include but are not limited to using eye protection, hand protection, clothes etc.					
US CCFO: Identifying	Attends all lessons, activities, practical and completes activities and workbook as per instructions	Attendance register and facilitator report	Learner must at least be present and no negative commentary about the learner should be made in the facilitator report.	N/a	
US CCFO: Working					
US CCFO: Organising					
US CCFO: Communicating					
US CCFO: Science					
US CCFO: Demonstrating					
US CCFO: Contributing					
US CCFO: Identifying					

Assessment Guide – Assessor and Facilitator

Skills Area: Propagation

Level: 3

Unit Standard: 116220

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

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 is required to write a report after a visit to a citrus nursery.

- Provide the questions as listed to the learners as a guide.
- Ensure that you apply the exact same methodology for each learner in order to ensure that VACS principles are adhered to.
- The benchmark for learner competence is an 85% overall test score.
- Only a suitably qualified and registered assessor who is ALSO a subject matter expert in this specific field can mark this assessment tool for learner assessment.
- If no such a person can be found to assess the learner, then it is advised that a qualified assessor consults with the appropriate subject matter expert prior to the assessment in order to establish key points for competence and / or uses model answers as supplied by a subject matter expert to allocate marks. The subject matter expert should be consulted for any answers that the assessor might have queries on.
- Use a header in the following format for each test paper:

Unit Standard:	116220	NQF Level:	3
Learner Name			

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

Identify the role of the different staff members.	5%
Identify who reports to whom about what.	10%
Describe the environment in which the plants are propagated.	10%
Describe how the environment is monitored and kept at the right conditions.	10%
List the parts of the plants used in propagation and explain why they are used.	5%
Describe the tools used in the propagation environment.	10%
Describe the equipment used in the propagation environment.	10%
Describe the health and hygiene rules in the propagation environment for: <ul style="list-style-type: none"> • Staff • Tools • Equipment 	10%
Describe the health and safety rules in the propagation environment for staff using propagation tools and equipment.	10%
Explain how the propagation facility ensures a high success percentage.	10%
Explain what instruments are used to monitor the environmental conditions in the propagation environment.	10%

Step 7

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:

<i>Rating</i>	<i>Description</i>
1	No evidence can be found
2	The evidence found is weak and this is still a major development area for the learner
3	The evidence found meets the average expectation for a learner on this level
4	The evidence found is of a high quality and exceeds the average standard expected
5	The evidence found is outstanding and the learner attitudes and traits are very well developed

- Learner must be given constructive feedback on each rating.
- Ensure that you apply the exact same methodology for each learner in order to ensure that VACS principles are adhered to.
- The benchmark for learner competence in this tool is 3:5 in EVERY CCFO.

At the end of this step, an assessment feedback form is provided which must be completed and signed by the assessor, learner and moderator, where applicable.

Attitudes and Attributes Assessment Tool

Use the following rating table in this assessment:

Rating	Description
1	No evidence can be found
2	The evidence found is weak and this is still a major development area for the learner
3	The evidence found meets the average expectation for a learner on this level
4	The evidence found is of a high quality and exceeds the average standard expected
5	The evidence found is outstanding and the learner attitudes and traits are very well developed

CCFO Criteria	Rating
Identifying – The learner can identify problems and deficiencies correctly.	
Working in a Team – The learner is able to work well as member of a team.	
Organising – The learner works in an organised and systematic way whilst performing all tasks and tests.	
Communicating – The learner is able to communicate his or her knowledge orally and in writing, in a way that shows what knowledge he or she has gained.	
Demonstrating – The learner is able to show and perform the tasks required correctly.	
Contributing – The learner is able to link the knowledge, skills and attitudes that he or she has acquired in this module of learning to specific duties in their job or in the community where he or she lives.	
Science – Learner is able to utilise and use science and technology effectively	
Collecting – Learner can effectively gather information	

Assessment Feedback Form			
	Comments / Remarks		
Feedback to learner on assessment and / or overall recommendations and action plan for competence			
Feedback from learner to assessor			
Assessment Judgement	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> You have been found: <input type="radio"/> Competent <input type="radio"/> Not yet competent in this unit standard </td> <td style="width: 50%; vertical-align: top;"> Actions to follow: <input type="radio"/> Assessor report to ETQA <input type="radio"/> Learner results and attendance certification issued </td> </tr> </table>	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
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		
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	116220		
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 116220 – Level 3					
<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			
<i>Specific Outcome 1:</i> Demonstrate an understanding of the function of environmental requirements for propagation within a specific agricultural production context.	Report	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 2:</i> Demonstrate an understanding of the general propagation procedures and select appropriate procedures within a specific agricultural production context.	Report	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 3:</i> Monitor environmental conditions in the propagation area within a specific agricultural production context.	Report	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 4:</i> Choose and apply the necessary tools for the propagation within a specific agricultural production context.	Report	CCFO Rating Scale	85% competence in all areas		

Assessment Guide – Assessor and Facilitator

Skills Area: Propagation

Level: 3

Unit Standard: 116220

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116220 – Level 3					
<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			
<p><i>Embedded Knowledge:</i></p> <p>The learner is able to demonstrate basic knowledge of:</p> <ol style="list-style-type: none"> 1. Basic safety requirements related to the propagation environment, tools and procedures. 2. Basic hygiene requirements for the propagation environments. 3. Growing media – wet and dry. 4. Weeds, pest and diseases. 5. The safe handling of hormone and chemicals preparations (rooting powders and plant protection substances) 			Overall minimum test score of 85%		
<p><i>Unit Standard CCFO's:</i></p> <ul style="list-style-type: none"> • Identifying • Working in a Team • Organising • Communication • Demonstrating • Contributing • Science • Collecting 	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	
<i>Issues</i>	<i>Comments</i>
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.