



ASSESSOR GUIDE

Production Management



Title:	Execute Sustainable Resource Use and Quality Control						
Applied Title:	Execute Sustainable Resource Use and Quality Control						
Field:	Agriculture and Nature Conservation						
Sub-Field:	Primary Agriculture						
SETA (SGB):	AgriSETA						
Skills Area:	Production Management						
Context:	Sub-tropical fruit Production						
US No:	116288	Level:	4	Credits:	3	Notional Hours:	30
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NQF Level **4**

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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:	116288	Level:	4	Credits:	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:

<i>Step</i>	<i>Description</i>	<i>Timeframe</i>
1	Learner assessment contract	Before delivery of program
2	Learner Declaration of Authenticity	Before delivery of program
3	Diagnostic Assessment of Learning Assumed to be in Place	Before delivery of program
4	Assessment Plan for Gathering of Evidence	Before delivery of program
5	Learner Formative Assessment Activities	During delivery of program, assessment after delivery of program
6	Summative Research Report and Presentation	After delivery of program
7	Portfolio of Evidence for Practical Competence	After delivery of program
8	Re-assessment Procedures	After completion of assessment
9	Documentation	After completion of assessment
10	Administration and Completion of Portfolio of Evidence	After completion of assessment



Step 1

Pre-Assessment Briefing and Checklist

A pre-assessment briefing for learners is held before the delivery of the program. Use the checklist below to ensure that all these points are addressed and discussed with the learners.

Pre-Assessment Briefing Checklist		
	√	X
Organise resources – people, equipment, venue, etc.		
Explain the purpose of the assessment		
Discuss the standards or criteria to be used		
Discuss assessment roles and accountabilities		
Decide on assessment venues		
Negotiate evidence required, and where or how this evidence may be gathered		
Explain the methods of assessment that will be used during the gathering and summing up of evidence		
Negotiate the date of submission for the activity workbook and the date for the summative assessment		
Discuss resources required for the assessment e.g. equipment, materials, etc.		
Explain the procedure if the learner is found to be not yet competent		
Explain the appeal and review procedures		
Identify any potential learning barriers and negotiate strategies to overcome these		
Complete and sign the assessment plan with the learner		

The learner and assessors must sign the **Learner Contract** in the learner assessment guide.



Step 2

Learner Declaration of Authenticity

The learner is requested to complete and sign the Declaration of Authenticity in the learner assessment guide. This should be checked and co-signed by the assessor.

The format is as reflected in the learner assessment guide.

Step 3

Diagnostic Assessment of Learning Assumed to Be in Place

In the learner assessment guide, the learner is asked to indicate whether they have completed the learning assumed to be in place as prescribed by the unit standard.

The assessor must guide the learners through this step, explaining in detail the content of the mentioned learning areas, because names of learning programs do not always agree with the names of the unit standards, and learners might indicate the incorrect information.

If learners indicate that they have not yet completed the mentioned unit standards, the assessor should prescribe an action plan to allow the learner to obtain the skills required by recommending additional training, competence portfolios, or the relevant RPL assessment for the given unit standards.

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

Step 4

Assessment Plan for Gathering of Evidence

A pro-forma assessment plan for this unit standard has been drafted in the learner assessment guide. Explain the plan to the learner and complete the dates and signatures as indicated.

The format for the assessment plan is as reflected in the assessment guide for learners. Please read it and familiarise yourself with its content. Make a note of the dates agreed upon in the table provided below.

Learner and Assessor Assessment Plan		
Unit Standard	Execute Sustainable Resource Use and Quality Control	
Registration Number	116288	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Summative Research Report and Presentation	
Step 7	Portfolio of Evidence for Practical Competence	
Step 8	Re-Assessment Procedures	
Step 9	Documentation	
Step 10	Administration and Completion of Portfolio of Evidence	

Step 5

Learner Formative Assessment Activities

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

Learners must complete all the activities in the workbook.

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

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

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

Model answers are provided below.

Activity 1 – Worksheet			
Complete the following table with reference to your own farm in order to determine the availability and sources of resources available to you.			
<i>Resource Type</i>	<i>What quality standard is required for a sub-tropical fruit farm</i>	<i>What quantity is generally required per hectare for sub-tropical fruit</i>	<i>Possible sources and references for this type of resource</i>
Climatic Features	Warm/hot summers, mild and almost frost-free winters, where temperatures seldom drop below -2°C, no strong winds	Not applicable	Weather stations Weather Bureau
Land	Sufficient in size and topography Tree rows planted in the ideal north-south orientation Orientation of the land creates microclimates to favour the production of certain cultivars or cultivar selections	Not applicable	Land surveyor's data Municipal data Agricultural zoning info

	Near suitable infrastructure		
Water	General outline is as follows: pH: 6.5 to 7 SAR: below 1 Suspended solids should be below 100mg per litre to prevent clogging of emitters	As a rule of thumb, provision should be made for between 50 litres per adult tree per day for high density plantings (>1000 trees / hectare) and 100 litres per adult tree per day for widely spaced trees (<600 trees / hectare). Allowances should be made for evaporation if holding dams are to be used.	Climatic data Rainfall recordings Water rights Analyses laboratories and reports
Nursery trees	Healthy in all respects without serious damage Free of pests Stems must be straight, with bud union must be at least 200 mm above soil level Must have healthy, well-developed root system that is free of harmful pathogens and nematodes Must comply with the basic tree size standards as specified in the CIP Scheme.	Depending on plant density / tree spacing	Nurseries CRI
Capital	As per learner context	As per learner context	Financial institutions Property brokers Property statistics Financial statistics
Labour	As per learner context	One worker for every five hectares	Dept. of Labour Labour brokers Other farmers
Fertiliser	As per learner context	As per learner context	Agrochemical suppliers Technical research institutions and research papers International legislation
Machinery and tools	As per learner context	As per learner context	Suppliers Other farmers Trade and technical magazines and reports

Activity 2 – Report Writing

Choose one type of sub-tropical fruit and write a short paragraph with statistical information regarding the theoretical breakeven input quantities compared to actual input quantities per hectare for sub-tropical fruit production.

As per learner context

Activity 3 – Research

Make a list of the legislation pertaining to sub-tropical fruit production in South Africa and explain next to each listing where you might go to find additional assistance, explanations or resources pertaining to it.

- **Conservation of the environment – Conservation of Agricultural Resources Act of 1983 and National Environmental Management Act of 1998, Plant Improvement Act.**
- **The minimum sub-tropical fruit quality standards for local and export products – Agricultural Products Standards Act of 1990**
- **Health and safety and good agricultural practices – Health Act of 1977, Fertilizers, Farm Feeds, Agricultural Remedies and Stock Remedies Act of 1947, Agricultural Pests Act 1983, Occupational Health and Safety Act**
- **Marketing of sub-tropical fruit – Marketing of Agricultural Products Act (Amended) of 2001, Agricultural Produce Agents Act**
- **Sub-tropical fruit research – Agricultural Research Amendment Act of 2001, National Advisory Council on Innovation Act of 1997**
- **Sub-tropical fruit technical advisory activities – Natural Scientific Professions Act of 1993**
- **Equity and fair labour practices – Employment Equity Act of 1998, Basic Conditions of Employment Act, The Land Reform Act (Labour Tenants) of 1996**

Department of Agriculture, Department of Land Affairs, Agri-SA, Department of Water Affairs, BEE consultants, commodity organisations

Activity 4 – Report Writing

Write a report on how one would determine the scope of a classic South African enterprise and / or production unit. Discuss the following points:

- Financial requirements
- Resources required
- Inputs versus outputs
- Physical size

Will vary according to learner context

The size of a sub-tropical fruit production enterprise depends on:

- **The availability of fixed and mobile resources, including suitable land in the right climatic area, sufficient good quality soil and water, capital, and skilled and unskilled labour.**
- **The targeted return on capital, and therefore the possibilities for optimising return on investment through economies of scale.**
- **The availability and condition of existing facilities, equipment, machinery and infrastructure, such as pump-houses, suitable roads, dams, offices, packhouses, spray machinery, tractors, trailers, and vehicle maintenance units.**
- **The market demand for the range of cultivars that can be produced on the available land. If there is, for example, high demand for a cultivar which is suited to the area, but the market window is very short, care will have to be taken to ensure that the cultivar is not over-produced, thus stretching the capacity of the resources over a short period of time.**

In order to be declared competent the learner needs to address the following fields, questions and concerns:

**What are the market opportunities for the sub-tropical fruit cultivars produced?
What resources are available?**

Should include reference to the following:

- **Climatic Features**
- **Land**
- **Soil**
- **Water**
- **Plant material**
- **Capital**
- **Labour**
- **Agrochemicals**
- **Machinery and equipment**

Activity 5 – Research and Discover

Draft the basic outline of a plan for a quality management system. Explain in supplementary paragraphs how one would:

- Apply the principles of quality management systems
- Describe the various quality management methods that can be followed
- Why one would identify and develop specific quality control methods for specific enterprises and/or production units

Answer will vary according to learner context and chosen system, but should comprise of the following elements:

Quality management comprises two aspects: quality assurance and quality control. Quality assurance is concerned with monitoring the step-by-step processes in the chain so as to identify any deviations. HACCP is a quality assurance system to assist this process. Quality control is about inspecting the degree of compliance of a product to a set of standards.

HACCP is a systematic approach to the identification, evaluation and control of food quality hazards in the process-flow of a product. The HACCP system is designed for the packhouse environment, but can be applied to any other segment of the trade chain, such as production, harvesting, and distribution to assist with quality control. The seven principles of HACCP are the following:

- **Hazard analysis**
- **Identification of critical control points**
- **Establishing critical limits**
- **Monitoring critical control points**
- **Establishing procedures for corrective action**
- **Recordkeeping**
- **Verification**

HACCP can be used as an example of a quality management method, but other methods should include its basic elements.

Answer to last section should include reference to differences in hazards faced by different production units or enterprises, quality standards that depends on markets requirements and therefore also vary, and differences in the levels of quality control required as a result.

Activity 6 – Report Writing

"If I had to develop a quality management system on a sub-tropical fruit farm, to ensure export quality produce, I would include the following:"

Detail your plan and criteria step-by-step.

Will vary according to learner context and system chosen, but should include examples or adaptations related to:

- **Hazard analysis**
- **Identification of critical control points**
- **Establishing critical limits**
- **Monitoring critical control points**
- **Establishing procedures for corrective action**
- **Recordkeeping**
- **Verification**

Activity 7 – Worksheet

Explain in a short paragraph how one would communicate and motivate staff and workers on a sub-tropical fruit farm to implement changes in processing control to ensure a high quality crop.

Answers may vary according to learner context.

Example:

1. **Build a shared vision for the organisation**
2. **Put the needs of the customers before the politics of the organisation**
3. **Build cooperation among all levels of employees**
4. **Communicate**
5. **Emphasise teamwork**
6. **Build trust**
7. **Redesign processes and attitudes**
8. **Train for quality**
9. **Develop leadership skills**
10. **Manage by fact**
11. **Motivate staff by making work enjoyable**

May also include practical examples such as:

- **Set goals and targets**
- **Communicate the outcomes**
- **External Training Workshops**
- **Provide incentives and rewards for good performance**
- **Give feedback and progress reports**
- **Involve employees in future planning**
- **Empower employees to make their own decisions and be accountable for the outcomes**

Activity 8 – Worksheet

Explain in detail how one would implement quality control on a sub-tropical fruit farm. Make a list of possible remedial actions that one could apply should the quality control process be unsatisfactory.

May vary according to learner context.

HACCP serves as example, with action plans to implement HACCP principles. Remedial actions should include revisiting quality management planning, reviewing critical control points and critical limits, and policies and procedures.

Step 6

Summative Research Report and Presentation

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.

- Use the planning matrix 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 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:	116288	NQF Level:	4
Learner Name			

- The assessor should use the marking matrix and to gather evidence and to check for completeness. The information should be confirmed and referenced from either the research report or from the presentation given. It is advisable that the assessors read through the research report first and then give learners an opportunity to reflect their knowledge and understanding through a question and answer session, should some of the areas not be addressed clearly.

<i>Competence Criteria</i>	<i>Weight Bearing</i>	<i>Research Report</i>	<i>Presentation</i>	<i>Commentary</i>
Quality assurance systems for a sub-tropical fruit farm: How our organisation measures up to the resource challenge necessary to ensure Quality Assurance effectively. How we can improve the application of the resources available to improve the	10% If research study completed and handed in			

<i>Competence Criteria</i>	<i>Weight Bearing</i>	<i>Research Report</i>	<i>Presentation</i>	<i>Commentary</i>
efficiency of the Quality Management System for a more sustainable future				
Framework to be used:				
The degree to which resource planning is performed by identifying the status and availability of the required resources.	20% in total			
<ul style="list-style-type: none"> Describe the ideal sustainable usage of resources and make comparisons to the organisation in question. 	8%			
<ul style="list-style-type: none"> Compare required and available resources with the production plan, incorporating all the available resources and information to produce the desired output at sustainable levels for the sub-tropical fruit producer in question. 	8%			
<ul style="list-style-type: none"> Ensure that you take into account and report on applicable legal requirements and the boundaries it puts on the agricultural processing activities 	4%			
Determine the scope of the enterprise / production unit, referring to the extent in financial, resource, inputs, outputs and physical terms.	10% in total			
<ul style="list-style-type: none"> Explain the concept economies of scale. 	3%			
<ul style="list-style-type: none"> The effect of the factors that determine the size of an enterprise / production unit should be identified and explained. 	3%			
<ul style="list-style-type: none"> The factors that influence the size of the enterprise and determine on the level on which the business will be able to operate (i.e. small, medium or large) should be identified and evaluated. 	4%			
Apply the principles of quality management systems.	30% in total			
<ul style="list-style-type: none"> Refer to all the steps and actions in the quality control process to ensure a certain production level and quality and include procedures such as Work Study. 	10%			

<i>Competence Criteria</i>	<i>Weight Bearing</i>	<i>Research Report</i>	<i>Presentation</i>	<i>Commentary</i>
proprietary systems such as TQM, QES, ISO, HACCP, EurepGAP, simple adjustments, internal development, etc.				
<ul style="list-style-type: none"> Define the concept of quality as applicable to the specific organisation. 	5%			
<ul style="list-style-type: none"> Explain the principles and components of quality management systems applied. Include the steps that have to be followed during quality control inspections, customer-supplier chains and specific terms used within quality management systems (such as Price of Non-Conformance, Zero Tolerance, etc.) 	10%			
<ul style="list-style-type: none"> Make recommendations on alternate quality management methods that can be followed and develop / select a relevant quality control method for the organisation. 	5%			
Make recommendations on how best to integrate the concept of quality control into the production process for the organisation.	30% in total			
<ul style="list-style-type: none"> Gather and process data gleaned off production and processing systems related to product quality 	2%			
<ul style="list-style-type: none"> Investigate and report on attributes of the production process that relate to the product's quality 	6%			
<ul style="list-style-type: none"> Evaluate the impact of various procedures, systems and methodologies on the quality of products produced. 	6%			
<ul style="list-style-type: none"> Develop a cost-benefit analysis regarding the effect of such processes and procedures 	6%			
<ul style="list-style-type: none"> Give an overview by means of a simple flowchart or schematic of the communication that will have to be developed and produced by the organisation to demonstrate and motivate the implementation of changes in the processing related to the product and its 	6%			

Assessor Guide

Skills Area: Production Management

Level: 4

Unit Standard: 116288

<i>Competence Criteria</i>	<i>Weight Bearing</i>	<i>Research Report</i>	<i>Presentation</i>	<i>Commentary</i>
quality management system. This may include a list and examples, if possible, of reports, presentations, shows, demonstrations, visits, books and pamphlets.				
<ul style="list-style-type: none">Assess the current quality of the production process and recommend specific remedial actions that can improve the situation in the future.	4%			

Step 7

Portfolio of Evidence for Practical Competence

Two assessment tools are provided in this step, being:

1. Experiential Learning Log with Learner Key Notes
2. Attitudes and Attributes Assessment Tool

This assessment tools have been drafted in their entirety and are reflected in the learner workbook (tool 1) and follows below (tool 2). It must be copied and completed for every learner in the same manner and according to the same procedure.

1. Experiential Learning Log with Learner Key Notes

- Learners are required to spend 4 hours of experiential learning time attending production meeting(s) at the production unit where they are completing their practical learning.
- The experiential learning log that has to be completed is reflected in the learner assessment workbook.
- In order to be declared competent, the learner has to complete the learning log accurately and have it signed off by a workplace mentor or subject matter expert, for example the production manager of the production unit.

2. Attitudes and Attributes Assessment Tool

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

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

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

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

Attitudes and Attributes Assessment Tool		
Use the following rating table in this assessment:		
Rating	Description	
1	No evidence can be found	
2	The evidence found is weak and this is still a major development area for the learner	
3	The evidence found meets the average expectation for a learner on this level	
4	The evidence found is of a high quality and exceeds the average standard expected	
5	The evidence found is outstanding and the learner attitudes and traits are very well developed	
CCFO Criteria		Rating
Identifying – The learner can identify problems and deficiencies correctly.		
Working in a Team – The learner is able to work well as member of a team.		
Organising – The learner works in an organised and systematic way whilst performing all tasks and tests.		
Communicating – The learner is able to communicate his or her knowledge orally and in writing, in a way that shows what knowledge he or she has gained.		
Demonstrating – The learner is able to show and perform the tasks required correctly.		
Contributing – The learner is able to link the knowledge, skills and attitudes that he or she has acquired in this module of learning to specific duties in their job or in the community where he or she lives.		
Science – Learner is able to utilise and use science and technology effectively		
Collecting – Learner can effectively gather information		



Assessment Feedback Form			
	Comments / Remarks		
Feedback to learner on assessment and / or overall recommendations and action plan for competence			
Feedback from learner to assessor			
Assessment Judgement	You have been found: <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	116288		
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's Assessment Review and Improvement Document	
Issues	Comments
Did the assessment go according to plan?	
Did anything unexpected happen?	
Were you pleased with the assessment decision; i.e. was it what you expected?	
How could the process have been carried out more efficiently?	
How could the process of assessing the knowledge be improved?	
How could the Performance Observation checklist be improved?	
Was the evidence you gathered sufficient to make a judgment of competence?	
Was the way you obtained feedback from the learner effective?	
Were you pleased with the way you communicated your decision to the learner? If not, how could this have been improved?	
How would you improve the assessment process?	

Any learner has the right of appeal against any not-yet-competent decision by the assessor. If the learner wishes to appeal, please assist him / her to complete the form below.

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

Step 10

Administration and Completion of Portfolio of Evidence

All the documents or copies thereof, as prescribed previously, must be kept on file as part of the learner portfolio of evidence.

Learner's portfolio of evidence must be readily available for internal and external moderation and verification by the appropriate practitioners, until after the verification process has taken place. The portfolio of evidence may then be kept or returned to the learner according to the service provider's policy.

The prescribed learner results form should be submitted to the ETQA or the National Learner Database as per the SETA procedure.