

LEARNER WORKBOOK

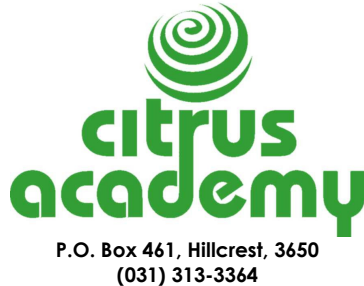
Irrigation



Title:	Develop Suitable Irrigation Systems						
Applied Title:	Develop Suitable Irrigation Systems for Subtropical Fruit Production						
Field:	Agriculture and Nature Conservation						
Sub-Field:	Primary Agriculture						
SETA (SGB):	AgriSETA						
Skills Area:	Irrigation						
Context:	Subtropical fruit Production						
US No:	116414	Level:	5	Credits:	10	Notional Hours:	100
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NQF Level **5**

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Table of Contents

Directions	4
Step 1	5
Step 2	7
Step 3	8
Step 4	9
Step 5	11
Step 6	27
Step 7	29
Step 8	30
Step 9	31
Step 10.....	38

Directions

This material is aimed at learners wishing to complete this unit standard. The guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard.

This guide is designed to be used by the learner with guidance from a facilitator and a trained assessor to develop competence in all knowledge, skills and attitudes required by this unit standard.

This guide contains step-by-step instructions for the assessment process. These steps are as follows:

<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	Learning Assumed to Be in Place	Before delivery of program
4	Learner Assessment Plan for Gathering of Evidence	Before delivery of program
5	Assessment Activity Workbook	During delivery of program, assessment after delivery of program
6		After delivery of program
7	Practical Assessment	After delivery of program
8	Re-assessment Procedures	After completion of assessment
9	Documentation	After completion of assessment
10	Administration and Completion of Portfolio of Evidence	After completion of assessment

Step 1

Learner Assessment Contract

The assessor and / or the facilitator holds a pre-assessment briefing with you before the learning program starts in order to guide you and assist you to make sure that you understand exactly what is expected from you in order to become competent in this learning module.

As part of the pre-assessment briefing, the learner assessment contract must be signed. The assessor will assist you and explain the agreement to you in detail.

Learner Assessment Contract	
Learner's Name:	
Assessor's Name:	
Unit Standard:	116414
<p>Your rights as a learner are:</p> <ol style="list-style-type: none"> 1. You have a right to appeal against any judgment given as a result of any assessment. You must have valid reasons for doing this. 2. You have the right to an interpreter if you need one. However, if one of the learning assumptions for the unit standard is that you are competent within the language of assessment, you may not have an interpreter. 3. You can ask that an impartial observer attend any assessment. This observer may not take any part in the assessment. 4. If you do not agree with the assessment, you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment you can ask that the ETQA to perform an external moderation on the assessment. If any verification upholds the assessment findings, you will be held liable for all the costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be held liable for all cost of verification. 5. If during the assessment you are found not yet competent, your assessor will encourage you to master the areas where you have not reached competency. This will be recorded on a development plan. You are required to arrange with the assessor for a new assessment schedule. The assessor can only permit three such re-assessments. If a learner has not reached mastery after three additional attempts, the assessor reserves the right to remove you from the program. 	
<p><u>Qualification</u></p> <p>This standard leads to the award of credits for unit standard 116414. Once the assessment is complete application will be made to register and certify you for that standard with the AgriSETA. You may contact the assessor or facilitator at any time for information to assist you with further studies.</p>	
<p><u>Confidentiality</u></p> <p>Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by you, the learner, the facilitator(s), assessor(s), and moderator(s). No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process.</p>	

Assessment Guide – Learner

Skills Area: Irrigation

Level: 5

Unit Standard: 116414

Consent

I, the learner, hereby state that I have read the above and understood the contents thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan. I have requested this assessment of my own free will and without duress.

Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 2

Learner Declaration of Authenticity

It is important that we make sure that each learner supplies original evidence completed by himself / herself and according to the level of knowledge and skill that he / she has acquired from the learning process.

Please sign the following declaration:

I hereby declare that the following documentary evidence is my own. I certify that the process followed was ethical and did not infringe on the copyright of any individual or organisation.			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 3

Learning Assumed to Be in Place

Do you have all the knowledge and skills necessary to begin this learning process?

This is a level 5 module of learning, and we have to make sure that you have already learnt all the skills, knowledge and attitudes that you will need to use in this module. It will help you to understand and learn more easily in this module, and it is important that we know whether you are ready to move on.

Please look at the list of unit standards below of modules that you should have completed before undertaking this one. Tell us whether you have completed each of the unit standards or modules, and if you did, tell us when you learnt this.

If you need help in understanding this list, please ask the facilitator or assessor.

<i>NQF Level</i>	<i>Unit Standard Number</i>	<i>Learning Module Name</i>	<i>No, I Have Not Completed It</i>	<i>Yes, I Have Completed It</i>	<i>If Yes, When Did You Complete It?</i>
NQF4		Literacy and Numeracy			
4	116317	Schedule the operation and maintenance of irrigation systems			
5	116369	Optimise water quality			
5	116384	Manage and control resources in a sustainable manner			
Learner's Signature			Date:		
Assessor's Signature			Date:		

Step 4

Learner Assessment Plan for Gathering of Evidence

As the assessor has explained to you, the aim of an assessment is not to catch you out, but rather to help you develop all the skills, knowledge and attitudes that you need to move forward. It is important that you know what is expected from you and that you play an active role every step of the way.

Let us plan for the assessment together. Below are the steps that you have to work through in order to show that you are competent in this module. Check them carefully and discuss each step with the assessor. Agree with the assessor on the dates on which each step has to be completed or documents handed in. Write the dates in the right-hand column as a reminder.

Learner Assessment Plan		
Module / Unit Standard Name:	Develop Suitable Irrigation Systems	
Module / Unit Standard Registration Number:	116414	
<i>Step Number</i>	<i>Step Description and Learner's Tasks</i>	<i>Completion / Submission Date</i>
5	<p>Assessment Activity Workbook</p> <ul style="list-style-type: none"> • In this step, you complete certain tasks in class or as homework. • It is important that you complete every task and understand why it is necessary, because it will help you to gain the knowledge, skills and attitudes that you need to be found competent in this learning module. • If there are things that you are unsure about, please ask the facilitator or the assessor to explain it to you again. • You hand in the completed workbook to the facilitator or assessor who will help you to check your progress. • The assessor or facilitator mark it and discuss areas that need more work with you. 	
6	<p>Evaluation of irrigation system</p> <ul style="list-style-type: none"> • There are many important things that you need to remember about developing suitable irrigation systems in order to be found competent in this learning module, and so that you can do your job well. • You have to complete the summative assessment to prove your competence in this module. • There is a detailed list of things that you need to know in this guide and examples of the types of questions that you could be asked. • Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you do not understand. 	
7	<p>Practical Assessment</p> <ul style="list-style-type: none"> • You have to develop very specific character traits and attitudes and have to be able to do very specific tasks to be competent in this learning module, and be good in this job. • Going out into the field, and showing and explaining certain skills and attitudes, is the most appropriate way for you to show that you are competent in the skills and attitudes that are needed. • You will have an opportunity to practice these tasks and develop these attitudes during your practical learning module. 	

	<ul style="list-style-type: none"> • There is a list of all the things that you would have to be able to show and explain in this guide. • Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you do not understand. 	
8	<p>Re-Assessment Procedure</p> <ul style="list-style-type: none"> • What if the assessor tells you that you have not met the right standard or that you still need more evidence to prove your competence? • The assessor explains to you exactly what you need to do or learn to become competent. • You and the assessor and / or facilitator, develop an action plan together, and you may be granted a second or even a third opportunity to prove your competence. • Remember you have the right to appeal against the assessor’s decision, if you feel it is unfair. There is a copy of the form in the back of this guide if you need it. 	
9	<p>Paperwork</p> <ul style="list-style-type: none"> • If you have met the standard that is explained for each step of the process you will be found competent in this unit standard. • The assessor will discuss everything with you in detail and will ask you to fill in and sign forms throughout the process. • You will also be given an opportunity to write down any comments you might have on the assessment process. • Once the assessor has given you the final declaration of competence, you will be asked to give some feedback in order to help everyone to improve the learning and assessment process. • Please think carefully. It might really help other learners in the future. 	
10	<p>Administration and Completion of Portfolio of Evidence</p> <ul style="list-style-type: none"> • All the documents, or copies of them, must be kept on file as part of your portfolio of evidence. 	
<p>Into the Future</p> <ul style="list-style-type: none"> • The assessor will discuss what happens next and when you will get a certificate of competence. • It is also important to remember that you learnt this module for a specific reason. Discuss with the assessor, facilitator, mentor, and / or coach how you can move forward in your career with this level of competence. • Also remember that the learning process never stops. Plan together with the assessor, facilitator, coach, and / or mentor what you need to learn next. 		
Learner’s Signature		Date:
Assessor’s Signature		Date:

Step 5

Assessment Activity Workbook

- The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- It is important that you complete all the activities and worksheets, as directed in the learner guide and at the time indicated by the facilitator.
- It is important that you ask questions and participate as much as possible in order to play an active roll in reaching competence.
- When you have completed all the activities and worksheets, hand this workbook in to the assessor who will mark it and guide you in areas where additional learning might be required.
- You should not move on to the next step in the assessment process until this step is completed, marked, and you have received feedback from the assessor.

Activity 1 – Research and Discover

Research the irrigation system used on the farm where you work and answer the questions below.

Describe the system.

Why was this system chosen?

How effective is the system in terms of the available water?

How effective is the system in terms of the soil type?

How effective is the irrigation system in terms of the climatic conditions?

Assessment Guide – Learner

Skills Area: Irrigation

Level: 5

Unit Standard: 116414

How economic is the installation of such an irrigation system?
How economically does the irrigation system operate?
Is the system compatible with fertigation? Motivate your answer.
Is the system compatible with the water quality? Motivate your answer.
Describe how the irrigation system suits the rooting depth of the crop.
Describe how the irrigation volume is managed and varied with the aid of the irrigation system.
How will the irrigation system assist the plants during times of water stress?
If you had to install a new irrigation system, which system would you recommend and why would you recommend this system?

Activity 2 – Worksheet

Complete the worksheet below.

Give a brief description on the following:	
Flood irrigation	
Mobile irrigation systems	
Static irrigation systems	
Name three possible water sources on a farm.	
A farm is enlisted for 60ha and has an allocation of 9,500m ³ /ha/annum. Calculate the total annual allocation.	
Name three factors that influence irrigation efficiency negatively.	
Name and discuss three types of impurities found in irrigation water.	
Name four possible water treatments to improve water quality.	
Describe the following chemical water quality factors:	
EC	
pH	

Assessment Guide – Learner

Skills Area: Irrigation

Level: 5

Unit Standard: 116414

Sodium absorption ratio	
Sodium absorption ratio	
How are different types of irrigation systems affected by water quality?	
In subtropical fruit production, why is it important to be able to irrigate the trees at any given time?	
Explain why sandy soils have a lower water holding capacity than clay soils.	

Activity 3 – Workplace Report
Obtain a copy of an irrigation schedule for an irrigation block for 6 weeks from the farm where you are completing your practical duties. Explain how the irrigation schedule has been designed and why the irrigation volume changes.

Activity 4 – Calculation Worksheet
Assumptions:

System Application Rate: 6mm/h

Block Area: 5ha

Using the assumptions above, complete the calculations below. Show the formulas and every step in the calculation.

Calculate the flow rate per hour.

Calculate the water usage for the block per week if the block is irrigated 5.5hours per week.

Activity 5 – Report

Draw up a water usage data table for an irrigation block on the farm where you are completing your practical duties according to the example.

Date	Pump Meter Reading (m ³)	Water Use at Pump (m ³)	Meter Reading Section 1 (m ³)	Water Use Section 1 (m ³)	Hours Irrigated Section 1			Meter Reading Section 2 (m ³)	Water Use Section 2 (m ³)	Hours Irrigated Section 2		
					1.1	1.2	1.3			2.1	2.2	2.3
03/05	3,500	160	1,500	100	2		2	2,000	60	2		
04/05	3,360	170	1,600	50		2		2,060	120		2	2
05/05	3,830	160	1,650	100	2		2	2,180	60	2		
06/05	3,990		1,750					2,240				

Assumptions:

- Meter readings are taken before start up.
- Blocks in section 1 use 25 m³/h and blocks in section 2 uses 30 m³/h.

Activity 6 – Program Development

Draw up a water loss detection programme for the farm where you are completing your practical duties. Be very specific with your allocation of inspection points, assigning duties and allocating specific inspection times.

Activity 7 – Interview an Expert

Interview the irrigation manager or farm manager on the farm where you are completing your practical duties and answer the questions below.

What are the common problems that are encountered with the irrigation system?
How can these problems be prevented or illuminated?
How are these problems dealt with when they occur?

Activity 8 – Report

Collect the following data for the farm where you are completing your practical duties.

The water use of an irrigation block for a month.
The water quality data of the water delivered to the irrigation block.
The fertigation records for the irrigation block for the last year

Activity 10 – Evaluation

Evaluate the efficiency and accuracy of the irrigation scheduling equipment found on the farm where you are completing your practical duties.

Equipment	Findings

Make suggestions for improvement where you find that the equipment is inefficient or inaccurate.

Make suggestions of typical irrigation schedules for an irrigation block (a) when the rainy season is at its peak; (b) when the dry season is at its peak.

Activity 11 – Worksheet

Answer the questions below for the farm where you are completing your practical duties.

What is the peak water requirement of the crop on the farm and how is it determined?

How and why is the irrigation program adjusted to ensure optimal yield, size, colour and quality of the fruit?

How, why and when is the crop fertigated?

Describe the process of fertigation and differentiate between continuous injection and where injections are made from time to time.

What are prerequisites for an irrigation system to be suitable for fertigation?

Name three fertilisers suitable for fertigation.

Name and discuss two ways in which fertiliser can be injected or introduced to the irrigation water.

Shortly describe what maintenance must be carried out on a fertigation system.

Assessment Guide – Learner

Skills Area: Irrigation

Level: 5

Unit Standard: 116414

Name three causes of blockages in drippers and micro-jets and the possible remedies.
Shortly describe the process of chlorination.
Shortly describe how you would do an acid treatment.
Name and discuss three aspects to keep in mind when maintenance programs are adapted for filters when water quality change.

Activity 12 – Research and Discover
How and when is the irrigation system on the farm where you are completing your practical duties sanitised?

Activity 14 – Program Development

Design an emergency procedure to protect the irrigation system on the farm where you are completing your practical duties against floods.

Activity 15 – Worksheet

Complete the worksheet below.

How would you evaluate the operational efficiency of the following components:	
Pumps	
Filters	
Valves	
Gauges	

Assessment Guide – Learner

Skills Area: Irrigation

Level: 5

Unit Standard: 116414

Water meters	
Water meters	
Describe how you would use a CU test to determine emitter replacement.	
Describe how you would estimate the operational hours of use for a pump.	
Describe how you would use the estimated operational hours to develop a maintenance schedule.	

Activity 16 – Research and Discover

Research the questions below on the farm where you are completing your practical duties.

How do irrigation and the irrigation system affect water use and what plans can be put in place to prevent
How do irrigation and the irrigation system affect water quality and what plans can be put in place to
What can cause and contribute to pollution of the water source on the farm?
How can these pollution sources be managed or eliminated?

Assessment Guide – Learner

Skills Area: Irrigation

Level: 5

Unit Standard: 116414

What must happen in the case of a chemical spill which could contaminate the water source?

Activity 17 – Design a Training Session

Design a training session for the staff that work with or around the irrigation system on the farm where you are completing your practical duties in which you explain:

- Personal safety around the irrigation system
- Environmental safety around the irrigation system

Draw a diagram below showing the components and progression of the training session. Attach the pamphlets or hand-outs that you will use for the training session to your portfolio of evidence.

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Activity 18 – Design a Multimedia Presentation

Design and present a multimedia presentation in which you present a strategy for the farm where you work in terms of ensuring that irrigation practices are environmentally sensitive. Attach a printout of the presentation to your portfolio of evidence.

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

Report Writing

You are now ready for step six of the assessment process during which you must critically evaluate the irrigation system found on the farm where you are completing your practical duties and suggest methods to improve the efficacy and efficiency of the system and methods to ensure that the system will not damage the environment. Check your plan carefully to make sure that you prepare in good time.

You have to score an overall mark of at least 85% in this project in order to be found competent.

Inform the assessor if you have any special needs or requirements **before** the agreed date for the hand-in of the assessment project. You might, for example, require an interpreter to translate the questions to your mother tongue. Please write your request down in your activity workbook on the front page and explain why you have made this request. Ask the assessor to sign next to your request to prove that they are aware of your special request.

Use this checklist to help you interpret the soil nutrition programme. These are examples of possible questions that might help you to organise your thoughts before attempting the design of the project. All the information you need was taught in the classroom and can be found in the learner guide that you received.

<i>Example Questions</i>	<i>I Have Revised This and Understood It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain It Again</i>
What type of irrigation system is used?		
Why was this irrigation system chosen?		
How is the irrigation system designed to handle different soil types?		
How is the irrigation system designed to handle different climatic conditions?		
How is the irrigation system designed to handle different effective root depths?		
How is the irrigation system designed to handle different water quality?		
Can the system adjust the delivery volume?		
Is the system easy to maintain?		
What are the advantages of the system?		
What are the disadvantages of the system?		
How can the system or its efficiency be improved?		
How does the system avoid pollution of the environment?		
How is information regarding the efficiency of the water delivery and the system obtained?		
What are the safety precautions pertaining to the irrigation system?		

Assessment Guide – Learner

Skills Area: Irrigation

Level: 5

Unit Standard: 116414

<i>Example Questions</i>	<i>I Have Revised This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain It Again</i>
What safety gear has to be worn when working with the irrigation system?		
What are the emergency evacuation procedures of the system's components should floods occur?		
The assessor or facilitator has explained this step to me and I have revised these questions.		
Learner's Signature		Date:
Assessor's Signature		Date:

The assessor will give you feedback on the questionnaire and guide you if there are areas in which you still need further development.

Step 7

Attitudes and Attributes Assessment

You are now ready for step seven of the assessment process, the Attitude and Attribute assessment. Check your plan carefully to make sure that you prepare in good time.

Inform the assessor if you have any special needs or requirements before the agreed date for the assessment test. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally. Please write your request down in your activity workbook on the front page and explain why you have made this request. Ask the assessor to sign next to your request to prove that they are aware of your special request.

Use the checklist below to help you prepare for the part of the practical assessment when you are observed on the attitudes and attributes that you need to have to be found competent for this learning module.

<i>Observations</i>	<i>I Am Sure of This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain What It Means</i>
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- You will be asked to give your own feedback and to sign this document.
- It will be placed together with this completed guide in a file as part of you portfolio of evidence.

Step 8

Re-Assessment Procedure

The assessor will discuss in detail with you what to do in case you require a re-assessment, and when the re-assessment will take place.

Step 9

Paperwork

Please assist the assessor by filling in these forms and signing them as instructed.

Learner Information Form			
Unit Standard	116414		
Program Date(s)			
Assessment Date(s)			
Surname			
First Name			
Learner ID / SETA Registration Number			
Job / Role Title			
Home Language			
Gender	Male		Female
Race	African	Coloured	Indian/Asian White
Employment	Permanent		Non-permanent
Disabled	Yes		No
Date of Birth			
ID Number			
Contact Telephone Numbers			
Email Address			
Postal Address			

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116414 – Level 5					
<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> Select an appropriate irrigation system.	Summative Assessment	Summative Assessment	85% competence in all areas		
<i>Specific Outcome 2:</i> Efficiently and cost effectively manage an extended irrigation operation.	Summative Assessment	Summative Assessment	85% competence in all areas		
<i>Specific Outcome 3:</i> Implement appropriate task related technology in the irrigated agricultural environment (scheduling/ monitoring, adaptation of scheduling programmes, etc.) in variable water availability scenarios.	Summative Assessment	Summative Assessment	85% competence in all areas		
<i>Specific Outcome 4:</i> Manage appropriate seasonal/year irrigation related work programmes with reference to crop water requirement, crop value, area irrigated and water	Summative Assessment	Summative Assessment	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116414 – Level 5					
<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			
availability and water quality.					
<i>Specific Outcome 5:</i> Recommend a safety, servicing and replacement policy of all irrigation systems with reference to expenditure implications.	Summative Assessment	Summative Assessment			
<i>Specific Outcome 6:</i> Ensure that all irrigation practices are environmentally sensitive (e.g. EurepGAP and related agreement compliant), specifically in terms of water extractions and return flows.	Summative Assessment	Summative Assessment			
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Soils, plant physiology, climatic conditions. 2. Different irrigation systems. 3. Influence of irrigation on quality of crop. 4. Environmental issues.	Summative Assessment	N/a	Overall minimum test score of 85%		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116414 – Level 5					
<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			
5. Mechanics of pumps and motors. 6. Recordkeeping. 7. Forward planning.					
Unit Standard CCFO's: 1. Problem solving relates to all specific outcomes 2. Teamwork relates to all specific outcomes 3. Self-management relates to all specific outcomes 4. Interpreting information relates to all specific outcomes 5. Communication relates to all specific outcomes 6. Use science and technology relates to all specific outcomes 7. The world as a set of inter-relatedness systems relates to all specific outcomes 8. Self development relates to all specific outcomes	N/a	Rating Scale	Minimum rating of 3:5 in each criteria or overall average of 3:5		

Assessment Guide – Learner**Skills Area:** Irrigation**Level:** 5**Unit Standard:** 116414

Learner Assessment Re-Actionnaire			
Questions		Response	
How did the assessor encourage you to be involved in the assessment process?			
Did the assessor take your special needs into account? If so, how?			
Did the assessor agree on the assessment procedures with you?			
Was feedback relevant to your needs?			
Were you always aware of the outcome of the assessment?			
Did the assessor help you to explore ways of becoming competent whenever you were judged NYC?			
Did the assessor allow you to ask questions?			
Did you always agree with assessment decisions?			
Was all appropriate documentation completed and signed and did you receive copies?			
Did the assessor assist or prevent you in any way when gathering evidence so as to obscure its authenticity?			
All the evidence submitted in my name is my authentic work, which was not acquired by any unethical means.			
Learner's Signature		Date:	
Assessor's Signature		Date:	
Moderator's Signature		Date:	

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

Assessment Appeal Form

Any candidate has the right of appeal against any not-yet-competent decision by the assessor. If you wish to appeal, please complete the form below.

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

Step 10

Administration and Completion of Portfolio of Evidence

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