



NOF Level: 2 US No: 116122

# Assessment Guide

## Primary Agriculture

# Control inputs and stock in agribusiness



Assessor: .....

Workplace / Company: .....

Commodity: ..... Date: .....

## Before we start...

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 whom 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 relevant Learner Workbook.

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 required during the application of this assessment are available on the website of the AgriSETA and should be strictly adhered to. The assessor must familiarise him/herself with this document before proceeding.

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

<b>Title:</b> Control inputs and stock in agribusiness
<b>US No:</b> 116122 <b>NQF Level:</b> 2 <b>Credits:</b> 2

This unit standard is one of the building blocks in the qualification listed below. Please mark the qualification you are currently assessing, because that will be determined by the context of application:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48976	2	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48977	2	120	<input type="checkbox"/>
National Certificate in Plant Production	48975	2	120	<input type="checkbox"/>

Please mark the learning program you are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

### Note to Assessor:

If you are assessing this module as part of a full qualification or learnership, please ensure that you have familiarized yourself with the content of the qualification.

**1**

**SO 1 AC 1-7**

**Instructions to learner:**

Speak to the store manager on the farm where you are performing your practical duties.

**Learner Guide: Page 24    Facilitator Guide: Page 11**

- List all the fertilisers and agro-chemicals found on the farm where you are completing your practical duties.

**Model Answer(s):**

*As per farm*

- Where do these fertilisers and chemicals come from?

**Model Answer(s):**

*As per supplier*

- Where are these fertilisers and chemicals kept?

**Model Answer(s):**

*Special & separate chemical & fertiliser stores; usually with restricted access*

- What rules are there regarding the store rooms where these fertilisers and chemicals are kept?

**Model Answer(s):**

*Restricted access  
Separation of dry & liquid ingredients  
Specifications regarding explosive/flammable materials  
Specific hazard & safety rules*

- Who is allowed to work with the fertilisers and chemicals?

**Model Answer(s):**

*Trained & authorized staff only*

- When agro-chemicals are taken for use, which has to be notified?

**Model Answer(s):**

*Usually store manager; farm manager & stock control department*

- What are the rules for people handling these chemicals?

**Model Answer(s):**

*Restricted access only  
Don't work with things that you are not trained for or authorized to handle  
Wear correct safety gear  
Sign stocks requested out*



**3**

**SO 2 AC 3**

**Instructions to learner:**

Speak to the store manager on the farm where you are performing your practical duties

**Learner Guide: Page 36    Facilitator Guide: Page 12**

1. Demonstrate the use and application of requisition forms used at the farm where you work.

**Model Answer(s):**

*As per farm*

2. Describe the procedures used at the farm where you work to receive and segregate stock.

**Model Answer(s):**

*As per farm / site*

3. How would you determine when to re-order stocks on the farm where you work?

**Model Answer(s):**

*As per farm*

4. Describe the procedures followed at the farm where you work that are taken to prevent pesticide stock from running out.

**Model Answer(s):**

*As per farm*

**My Notes ...**

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**5**

**SO 4 AC 5**

**Instructions to learner:**

Speak to the store manager on the farm where you are performing your practical duties

**Learner Guide: Page 54    Facilitator Guide: Page 14**

1. Explain the occupational Health and Safety Act as it is delegated and implemented at the farm where you work.

**Model Answer(s):**

*As per farm*

2. Discuss and explain the labelling practices and procedures used at the farm where you work.

**Model Answer(s):**

*As per farm / site*

3. Discuss the storage techniques and procedures used at the farm where you work, for different types of inputs used on the farm

**Model Answer(s):**

*As per farm / site*

4. Discuss the procedures for use of emergency facilities in the event of spills, contamination or exposure as applied to the storage facilities at the farm where you work

**Model Answer(s):**

*As per farm / site*

# Summative Test and Attitude & Attribute Evaluation

**B**efore the knowledge test 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, the **Preparation for Your Final Assessment** section in the learner workbook. Learners and assessor should sign off this section to acknowledge that this step was completed.

Please set up a knowledge test from the questions given as a guideline to learners and supply each learner with a test sheet.

Supply each report with the following heading:

<b>Unit Standard:</b>	116122	<b>NQF Level:</b>	2
<b>Learner Name:</b>			

Questions	Model Answers
1. What kinds of cleaning materials are used in stores?	<ul style="list-style-type: none"> <li>• Antiseptics inhibit or prevent the growth of microbes on living tissue.</li> <li>• Disinfectants inhibit or prevent the growth of microbes on inanimate objects.</li> <li>• Sanitizers reduce the number of microbes to a safe level.</li> <li>• Sterilizers eliminate all microbes.</li> <li>• Bactericides control bacteria.</li> <li>• Fungicides control fungi.</li> <li>• Viricides control virus</li> <li>• Sporicides control kill fungal and bacterial spores.</li> <li>• Biocides kill living organisms.</li> <li>• Detergents contain free ions and leave a thin film on surfaces.</li> <li>• Anionic Detergents (soaps) have free negative ions that produce curd when combined with calcium and magnesium in hard water.</li> <li>• Cationic Detergents Quaternary ammonium contains positively charged ions, which remain suspended in solution.</li> <li>• Disinfectants used to control micro-organisms. They are used in the food and drink industry primarily, but also on farms where produce is processed and in all processing facilities.</li> </ul>



<p>2. Name the major forms of disinfection techniques for storerooms.</p>	<ul style="list-style-type: none"> <li>• Clean in Place</li> <li>• Mist Spraying</li> <li>• Fogging</li> <li>• Manual disinfection</li> </ul>
<p>3. How is stock classified at the farm where you work?</p>	<p>Specific to a farm site situation but include:</p> <ul style="list-style-type: none"> <li>• raw materials and components - ready to use in production.</li> <li>• work in progress - stocks of unfinished goods.</li> <li>• finished goods ready for sale.</li> <li>• consumables - for example, fuel and stationery.</li> </ul>
<p>4. What cleaning can be applied?</p>	<p>Specific to a farm site situation</p>
<p>5. How would you ideally use storage space?</p>	<ul style="list-style-type: none"> <li>• Hooks and clips can be used to hang up items such as brooms &amp; mops.</li> <li>• Storerooms must be lockable.</li> <li>• There must be good ventilation.</li> <li>• Sufficient lighting must be present.</li> <li>• Chemicals must be labelled &amp; stored away from other materials.</li> <li>• Chemicals must NEVER be stored/kept in disused food or drink containers.</li> <li>• Chemicals must be stored away from direct sunlight or heat.</li> <li>• Chemicals dispensers with taps should have a drip tray to prevent accidents from spillages.</li> <li>• If chemicals are diluted, they must be colour coded or labelled to make identification easier.</li> <li>• Waste must not be allowed to accumulate up in storeroom must be disposed of in the prescribed manner.</li> <li>• Items must not be stored on the floor, store on shelves but not too high up. Chemicals, by law, must not be stored on the floor.</li> <li>• Use a ladder when reaching items from shelves.</li> <li>• Clean shelves and floors regularly.</li> <li>• Always store items in the correct place as specified by organisational procedures.</li> <li>• Only authorised staff should have access to the storeroom.</li> <li>• Keys to the storeroom should be kept by an accountable person, such as the supervisor or Forman, and signed in and out according to procedures.</li> <li>• The person accountable should record all issues of stocks and supplies, to keep track of stock levels and to make stock takes easier.</li> </ul>

<p>6. What sources of contamination may occur?</p>	<p>Chemicals and fertilisers stay in the store for a long time, they become ineffective or they might even become dangerous due to the chemical processes that take place over time. Also containers will leak.</p>
<p>7. What are the basics required of a record keeping system?</p>	<ul style="list-style-type: none"> <li>• The minimum information to be recorded should be the date of purchase or arrival, the name and type of pesticide, batch numbers and volumes. The system may be as simple as writing the information directly on the container.</li> <li>• All containers must have proper labels and these must remain attached to the containers. They must be clean and legible at all times</li> <li>• Keep all invoices, delivery notes or receipts obtained in connection with pesticide purchases separate from the store. This will enable the farmer to contact the pesticide supplier in the event of an emergency or if further advice is needed. The farmer should also have a supply of material safety data sheets, which the supplier or manufacturer can provide.</li> </ul>
<p>8. What records should be kept of regarding stocks?</p>	<p>Indicates the store name and location, batch number, expiry date quantity received, and issued are both recorded which allows for the determination of the volumes that remain. This enables the storekeeper to determine when to re-order stock, but also act as record for volumes of used over time.</p>
<p>9. Name the basic rules pertaining to inputs?</p>	<ul style="list-style-type: none"> <li>• When to wear proper personal protective equipment?</li> <li>• Avoid Skin Contact</li> <li>• Protect Your Eyes and Face</li> <li>• Avoid Breathing Corrosive Vapours, Fumes, Dusts or Mists</li> <li>• Where corrosives should be stored:             <ul style="list-style-type: none"> <li><b>Store corrosives in areas which are:</b> <ul style="list-style-type: none"> <li>• Well ventilated.</li> <li>• Supplied with adequate fire-fighting equipment.</li> <li>• Supplied with suitable spill clean-up equipment and materials.</li> <li>• Labelled with proper warning signs.</li> </ul> </li> <li><b>At all times:</b> <ul style="list-style-type: none"> <li>• Allow only trained, authorized people into storage areas.</li> <li>• Keep the amount of corrosive material in storage as small as possible.</li> <li>• Inspect storage areas regularly for any deficiencies, including corrosion damage, leaking containers, or poor housekeeping. Correct all deficiencies as soon as possible.</li> </ul> </li> </ul> </li> <li>• How to store containers of corrosives?</li> <li>• How to handle corrosive containers safely?</li> <li>• How to dispose of waste material safely?</li> </ul>

10. What are the main principals of the Occupational Health and Safety Act?

**Safety**

- Keep agrochemicals locked away from children and untrained workers or those that cannot read.
- Lock away chemicals safely in a separate store so that cross-contamination of food, feed, seed and fertiliser by spillage or vapours from volatile chemicals will not occur.
- In the case of fire or floods these materials will be confined to one area.

**Read the label carefully**

- Make sure you do not get poisoned
- Wash the applicator after you have used it.
- Keep away from the spray drift or dust cloud.
- Do not smoke, eat or drink while applying the pesticide.
- Take a bath when you have finished and put on clean clothes.
- Wash contaminated clothing.

**When working with a pesticide you should wear:**

- rubber gloves.
- rubber boots.
- a face shield.
- an apron.
  
- Do not harm the environment
- Apply pesticides only when it is absolutely necessary.
- Keep to the dosage prescribed.
- Apply pesticides only on windless days.
- Choose pesticides that work quickly or that are safe to wildlife.
- Do not contaminate water either by drift or by washing application equipment.
- Use only pesticides that are prescribed for your particular problem.
- How to store and transport pesticides
- Always pack or load pesticides in such a manner that the containers will not be damaged or leak.
- Keep the container in a cool place. Do not leave it in the sun, in the car or near fire. In case of expired or contaminated material, have on hand a:
- large open-ended containers (1 / 3 of a 200 l drum) for disposal of contaminated material and into which leaking containers can be placed.
- Protective equipment must be available and used

**Protective clothing includes:**

- Overalls, rubber gloves, face shields, Goggles, boots.
- Follow agro-chemical labels correctly.
- Store pesticides away from food and feed.
- Do not transfer pesticides to containers which normally hold food or liquids, for example soft drink bottles.
- In case of spills, have on hand a broom, spade, supply of dry fine sand.

### Assessment Feedback Form

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