



NQF Level: **1** US No: **116166**

Learner Workbook

Primary Agriculture

Apply Basic Food Safety Practices





My name:

My Workplace:

Commodity: Date:

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 **agriculture**
Department:
Agriculture
REPUBLIC OF SOUTH AFRICA

 **AgriSETA**

Before we start...

Dear Learner - on completion of the Learner Guide, you should have acquired all the knowledge and skills to be assessed against the following unit standard:

Title: Apply basic food safety practices

US No: 116166

NQF Level: 1

Credits: 1

Please read the unit standard at your own time (see Learning Guide).

What is assessment all about?

Assessment takes place at different intervals of the learning process and includes various activities. Some activities will be done before the commencement of the program whilst others will be done during programme delivery and other after completion of the program.

The assessment experience should be user friendly, transparent and fair. Should you feel that you have been treated unfairly, you have the right to appeal. Please ask your facilitator about the appeals process and make your own notes.

How to use this workbook ...

Your activity workbook will be handed in from time to time on request of the facilitator for the following purposes:

- ◆ 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.
- ◆ Sources of information to complete these activities should be identified by your facilitator.
- ◆ **Please note** that all completed activities, tasks and other items on which you were assessed must be kept in good order as it becomes part of your **Portfolio of Evidence** for final assessment.



1

SO 1, AC 1

Explain in your own words:

My Name:

My Workplace:

My ID Number:

1. What is personal hygiene?

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2. How do you perform personal hygiene in your work environment?

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3. How can you personally assure that you take other staff member's health into account in your work environment?

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Facilitator comments:

Assessment:



2

SO 1, AC 2

Discuss with your group and make notes

My Name:

My Workplace:

My ID Number:

1. What is a 'communicable disease'?

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2. Name all the communicable diseases?

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3. What is the risk of communicable diseases in terms of food safety?

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4. What has to happen if you contracted a communicable disease and you have to work in an environment with food?

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Facilitator comments:

Assessment:



3

SO 2, AC 1

Conduct an interview with an expert in your workplace by asking the following questions:

My Name:

My Workplace:

My ID Number:

1. What does a 'risk factor' mean in terms of food safety?

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2. Name at least 2 physical risk factors regarding food safety found in your workplace?

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3. Name at least 2 chemical risk factors regarding food safety found in your workplace?

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4. Name at least 2 microbiological risk factors regarding food safety found in your workplace?

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Facilitator comments:

Assessment:



4

SO 2, AC 2

Brainstorm with your group and make notes:

My Name:

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My Workplace:

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My ID Number:

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1. Why do you think food safety is important in an agricultural business that distributes, e.g. fruit to an export market?

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2. What will happen to an agricultural business if the fruit they produce make the consumer sick?

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3. What will happen to an agricultural business if the fruit they produce does not meet export standards in terms of food safety?

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Facilitator comments:

Assessment:



5

SO 3, AC 1

Explain with examples from your workplace :

My Name:

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My Workplace:

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My ID Number:

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1. How can food safety be ensured through cleaning procedures?

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2. How can food safety be ensured through the discarding of waste?

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3. How can food safety be ensured through covering wounds of staff who have contracted wounds?

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4. How can food safety be ensured through correctly storing chemicals?

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5. How can food safety be ensured through discarding empty chemical containers correctly?

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6. How can food safety be ensured through controlling pests?

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Facilitator comments:

Assessment:



6

SO 3, AC 2

Explain what would happen to the following role-players if the fruit produced by the farm were not safe in terms of food safety:

My Name:

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My Workplace:

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My ID Number:

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1. The consumer.

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2. The general worker of the farm.

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3. The worker of the farm who has ignored the food safety rules.

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4. The farm owner.

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5. The farm as a business.

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Facilitator comments:

Assessment:



7

SO 4, AC 1

Discuss under guidance from our facilitator and write down what you discover

My Name:

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My Workplace:

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My ID Number:

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- 1.** Why are there warning signs found in areas where food products are handled?

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- 2.** Draw 5 warning signs (in the correct colour) that you find in your workplace and explain what each sign commands?

[Large dashed rectangular box for drawing and explaining warning signs]

- 3.** What will happen if the warning signs are not adhered to?

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Facilitator comments:

Assessment:

Assessment Feedback Form

Comments / Remarks	
Feedback to learner on assessment:	
Feedback from learner to assessor:	
Learner's Signature:	Date:
Assessor's Signature:	Date:

Am I ready for my test?

- ◆ Check your plan carefully to make sure that you **prepare in good time**.
- ◆ You have to be found **competent** by a qualified **assessor** to be declared competent.
- ◆ Inform the assessor if you have any **special needs** or requirements **before** the agreed date for the test to be completed. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally.
- ◆ Use this worksheet to help you prepare for the test. These are **examples of possible questions** that might appear in the test. All the information you need was taught in the classroom and can be found in the learner guide that you received.
 1. **I am sure** of this and understand it well
 2. **I am unsure** of this and need to ask the Facilitator or Assessor to explain what it means

Questions	1. I am sure	2. I am unsure
1. What are the risks for food safety?		
2. Which uniforms should be worn when working with fruit?		
3. Which hygiene rules are there for workers working with fruit?		
4. What should workers who suffer from a communicable disease do who have to work with fruit?		
5. What are the meanings of the warning signs that are found in the workplace?		
6. What will happen if the fruit isn't considered 'food safe'?		

My Notes ...

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Checklist for practical assessment ...

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.

Observations	Answer Yes or No	Motivate your Answer (Give examples, reasons, etc.)
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.**
- ◆ The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.

Paperwork to be done ...

Please assist the assessor by filling in this form and then sign as instructed.

Learner Information Form				
Unit Standard	116166			
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				Signature: