



NQF Level: **3** US No: **116257**

# Assessment Guide

## Primary Agriculture

### Human resource policies and procedures



Assessor: .....

Workplace / Company: .....

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

The availability of this product is due to the financial support of the National Department of Agriculture and the AgriSETA.



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Department:  
Agriculture  
REPUBLIC OF SOUTH AFRICA



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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>	Explain human resource policies and procedures.
<b>US No:</b>	<b>116257</b>
<b>NQF Level:</b>	<b>3</b>
<b>Credits:</b>	<b>3</b>

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	49048	3	120	<input type="checkbox"/>
National Certificate in Plant Production	49052	3	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**

**Instructions to learner:**  
Group activity

**Learner Guide: Page 8    Facilitator Guide: Page 11**

In the diagram below are various possible policies that should be in place on your farm. Break into your groups and discuss them, noting down the procedures that you think would be needed to make these policies dynamic for the workers on your farm.

<b>POLICY</b>	<b>PROCEDURE</b>
<b>HIV / Aids</b>	
<b>Skill Development</b>	
<b>Employment Equity</b>	
<b>Injured on Duty</b>	
<b>Health &amp; Safety</b>	

**Model Answer(s):**  
*None provided – farm or industry specific.*



**3**  
**SO 1**

**Instructions to learner:**  
Group activity

**Learner Guide: Page 13    Facilitator Guide: Page 11**

Using the information gathered in your group during the last activity, file an imaginary grievance against management on your farm. You should use the Grievance Form below to guide you.

<b>SONOP ESTATE</b> PO Box 21, Ceres		<b>GRIEVANCE FORM</b>
Date:	Name of initiator:	
Details of grievance:		
Desired action:		
Initiator's signature:	Supervisors signature:	
Shop Steward's signature:		
Outcome of grievance:		
Date:		
Signed by management:		

**Model Answer(s):**  
*None provided – farm or industry specific.*

**My Notes ...**

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**4**

**SO 2**

**Instructions to learner:**

Individual activity or pairs

**Learner Guide: Page 16    Facilitator Guide: Page 14**

Build an organogram for your farm in the space provided below. The farm owner will be centrally situated in the process. Write his name in a circle at the top. Think logically and work backwards from the owner, putting each person on the level that he or she fills in the farm hierarchy. Use the organogram from Sunshine Seedlings to help you.

**Model Answer(s):**

*None provided – farm or industry specific.*

**My Notes ...**

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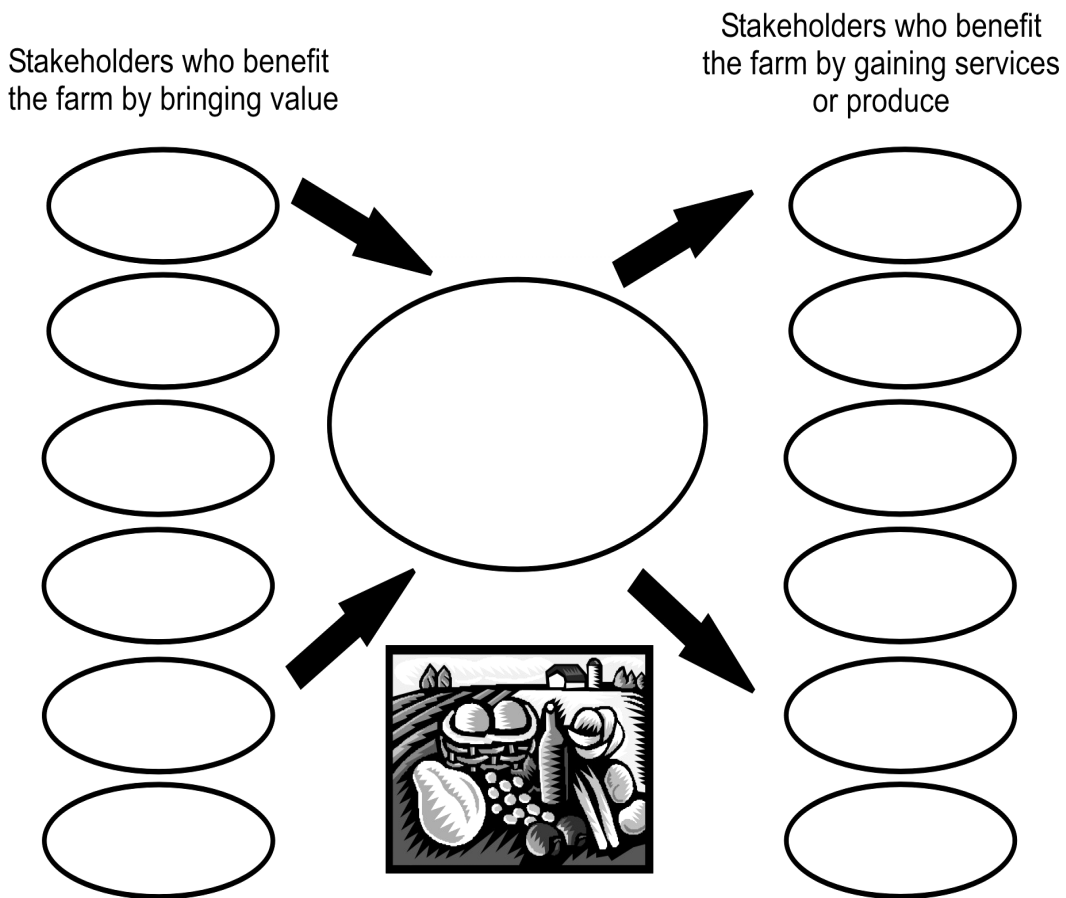
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**5**  
**SO 2**

**Instructions to learner:**  
Pairs

**Learner Guide: Page 17    Facilitator Guide: Page 14**

Think of all the external stakeholders involved with your farm; fill in the chart below, putting them into the correct columns. You might need to add more spaces than provided which is good because it means that the farm is a dynamic part of the country and community.



**Model Answer(s):**  
*None provided – farm or industry specific.*

**6**

**SO 2**

**Instructions to learner:**  
Group activity

**Learner Guide: Page 18    Facilitator Guide: Page 14**

Listed below are some of the identified external and internal stakeholders of a farm. Detail their roles in the right hand column. Make use of your knowledge gained previously and practical experience gained from the farm that you are working on (where applicable).

<b>Stakeholders:</b>	<b>Their role:</b>
External business investors	
Land bank	
Bank	
Dept agriculture	
Dept labour	
Surrounding community	
Suppliers	
Conservation bodies	
Owner	
Farm manager	
Supervisor	
Team leader	
Worker	

**Model Answer(s):**  
*None provided – farm or industry specific.*



**Instructions to learner:**

Group activity

**Learner Guide: Page 24    Facilitator Guide: Page 16**

Read through the relevant Acts i.e.:

BCEA; Training Agreement; Recognition Agreement and.

Copy the most important points from each of the documents.

Prepare a contract for a supervisor on a farm.

**Model Answer(s):**

*None provided – farm or industry specific.*

**My Notes ...**

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SO 4

**Instructions to learner:**

Small group activity

**Learner Guide: Page 26    Facilitator Guide: Page 17**

Break into your groups and give each person a chance to introduce him or herself based on their culture, language and ethnic group. Each person should explain their culture using some of the following points. It is important to respect each person's right to talk without comment from the group.

**Traditions:**

This section provides a few examples of traditions regarding aspects of our lives.

**Birth:**

Are there any wonderful traditions surrounding the birth of a baby in your culture or family? What do women do, what do the men do? Would it be appropriate for you to visit or send a gift, if so when? How would family, friend's or the community react if the baby has a disability?

**Coming of Age:**

Tell the group about the customs and rituals surrounding the ceremony. Is it different for boys and girls? Who would be invited? How would one dress at the occasion? Should one bring a gift?

**Marriage:**

Explain the ritual and traditions regarding marriage invitations. What customs would one witness at a wedding ceremony? What would be appropriate behaviour? What important ceremonies take place before the wedding? Is marriage different for men or women?

**Death:**

Are there any ceremonies at the time of death? Can anyone attend the funeral? Are there any special rituals performed during the funeral ceremony? What should one wear? How long is the period of mourning? What role does the deceased play in your life? Do you have rituals / ceremonies surrounding the paying respect to ancestors / the deceased?

**Food:**

What may you eat? What may you NOT eat? Are there any rituals or ceremonies surrounding the serving and eating of food?

**Dress:**

Many religions and cultures dictate dress codes. Explain your own to the group.



**9**  
**SO 4**

**Instructions to learner:**  
Individual activity

**Learner Guide: Page 27    Facilitator Guide: Page 17**

Focus on the activity that you have just completed and answer the following question: This is a formative assessment and must be answered in writing detailing your understanding of the question.

Explain your understanding of the differences in culture and language?

- Model Answer(s):**  
*Required answer:*
- *Foods and ways of eating and preparing food.*
  - *Religion, respect and understanding of the worlds religions.*
  - *Birth/death, understanding of rites and rituals around birth and death.*
  - *Marriage, importance and meaning of ceremonies.*
  - *Male and female roles in society.*
  - *Sexual orientation, respect a persons choice in life.*

**My Notes ...**

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**10**

**SO 4**

**Instructions to learner:**

Individual activity

**Learner Guide: Page 28    Facilitator Guide: Page 17**

Collect from your workplace evidence of policies and procedures related to employment (this would include some of the concepts mentioned above). Write them down and categorise them according to whether they are policies or procedures, explain.

**Model Answer(s):**

*None provided – farm or industry specific.*

**My Notes ...**

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**11**  
**SO 4**

**Instructions to learner:**  
Individual activity

**Learner Guide: Page 29    Facilitator Guide: Page 17**

Study the health and safety rules set up by your place of work. Read the scenarios on the following table and fill in the appropriate health & safety rule from your farm's rules (in the middle column). Fill in the action (practice) required to bring the scenario in line with health and safety rules (in the right column).

<b>SCENARIO</b>	<b>RELEVANT RULE</b>	<b>ACTION (PRACTICE)</b>
Water pipes are stored outside the shed, stacked against the wall. It is difficult to find the ones that you want as they are not neatly stacked according to size.		
Fertiliser is kept in the garage where the farmer parks his car at night. He also keeps the chlorine for the pool there.		
The chainsaw operator is sick, the supervisor asks you to help out. You have no relevant training.		
Workers are transported to an outlying field in the back of a bakkie. This morning the farmer has the gas bottles and spare petrol in the back as well. They often have a smoke while in transit.		
One of your fellow workers cuts his arm with the chainsaw. Blood is everywhere. Supervisor rushes to help him.		

<p>Poison arrives at the farm in a 20 L container; it is heavy &amp; difficult to carry. The store man decants it into a 2l Coke bottle for you.</p>		
<p>Some of the workers on your farm have been asked to spray paint the trailer. It is cold and they have the doors and windows in the shed closed.</p>		

**Model Answer(s):**

<b>SCENARIO</b>	<b>RELEVANT RULE</b>	
<p><i>Water pipes are stored outside the shed, stacked against the wall. It is difficult to find the ones that you want as they are not neatly stacked according to size.</i></p>	<p><i>Stacking and segregation guides apply.</i></p>	<p><i>Stack only at permissible height with safety measures in place.</i></p>
<p><i>Fertiliser is kept in the garage where the farmer parks his car at night. He also keeps the chlorine for the pool there.</i></p>	<p><i>Safety hazard. Chemicals to be segregated according to relevant Acts.</i></p>	<p><i>Store chemicals separately in appropriately designed chemical store.</i></p>
<p><i>The chainsaw operator is sick, the supervisor asks you to help out. You have no relevant training.</i></p>	<p><i>Only trained workers permitted to work with chainsaws.</i></p>	<p><i>Worker should refuse</i></p>
<p><i>One of your fellow workers cuts his arm with the chainsaw. Blood is everywhere. Supervisor rushes to help him.</i></p>	<p><i>Health and safety rules regarding blood apply.</i></p>	<p><i>Protective clothing and detergent required. Apply pressure to upper arm and try to stop bleeding after having put on protective wear.</i></p>

<i>Workers are transported to an outlying field in the back of a bakkie. This morning the farmer has the gas bottles and spare petrol in the back as well. They often have a smoke while in transit.</i>	<i>No open flames are allowed nearby flammables or gas bottles.</i>	<i>No smoking or lighting a match.</i>
<i>Poison arrives at the farm in a 20 L container; it is heavy &amp; difficult to carry. The store man decants it into a 2l Coke bottle for you.</i>	<i>In contravention with Act 36/1947 DoA</i>	<i>No decanting of chemicals in unmarked or inappropriate containers.</i>
<i>Some of the workers on your farm have been asked to spray paint the trailer. It is cold and they have the doors and windows in the shed closed.</i>	<i>Spray paint only in ventilated room. Use mask at all times.</i>	<i>Open doors and windows. Wear goggles and mask.</i>

**My Notes ...**

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# 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>	116257	<b>NQF Level:</b>	3
<b>Learner Name:</b>			

Questions	Model Answers
1. Identify, communicate and describe the relevant conditions of employment in your company.	<ul style="list-style-type: none"> <li>• <i>Hours of work.</i></li> <li>• <i>Overtime and overtime pay.</i></li> <li>• <i>Work on Sundays.</i></li> <li>• <i>Contracts of employment.</i></li> <li>• <i>Termination of employment.</i></li> <li>• <i>Annual and sick leave.</i></li> <li>• <i>Protection from victimization.</i></li> <li>• <i>Record keeping by the employer.</i></li> </ul>
2. Identify the external and internal stakeholders and their roles in your company.	<ul style="list-style-type: none"> <li>• <i>Refer to: internal stake holders.</i></li> <li>• <i>Upper management.</i></li> <li>• <i>Middle management.</i></li> <li>• <i>Supervisory level.</i></li> <li>• <i>Team leaders / workers.</i></li> <li>• <i>Union and safety representatives.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Refer to external stake holders:</i></li> <li>• <i>Land bank.</i></li> <li>• <i>Extension officers.</i></li> <li>• <i>Unions.</i></li> </ul>
<p>3. Communicate inputs into the preparation of a BCEA agreement with the relevant stakeholders.</p>	<ul style="list-style-type: none"> <li>• <i>Look at the guide for BCEA and the roles of the relevant stake holders.</i></li> </ul>
<p>4. Describe the recruitment and selection process found at your place of work.</p>	<ul style="list-style-type: none"> <li>• <i>Fairness in selection policy and process.</i></li> <li>• <i>Taking into account the company's equity figures.</i></li> <li>• <i>Standard manner in which the advert is set out so that nobody is excluded on grounds that are not pertinent to the function of the advertised position.</i></li> <li>• <i>Standard of short listing that is open to staff and has set minimum criteria.</i></li> <li>• <i>Standard format for conducting interviews so that no artificial barriers are created.</i></li> <li>• <i>Establishing an interview panel that represents the diversity of the area in which the farm operates.</i></li> </ul>
<p>5. Explain the health and safety rules operating at your place of work</p>	<ul style="list-style-type: none"> <li>• <i>These need to be explained in relation to what is expected of learner and what is set out by the Health and safety act.</i></li> <li>• <i>You have the right to know what machinery, equipment and substances you will be working with.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>You have the right to receive full and proper training regarding the use and proper care of equipment and substances.</i></li> <li>• <i>Free protective equipment and clothing as required by your job.</i></li> <li>• <i>A health and Safety Rep to take care of your interests.</i></li> <li>• <i>You have the right to refuse to perform certain tasks if your employer has not taken the necessary steps to ensure your health and safety.</i></li> </ul>
<p>6. Demonstrate the ability to utilise a grievance procedure correctly.</p>	<ul style="list-style-type: none"> <li>• <i>Refer to grievance procedure in learners guide.</i></li> </ul>
<p>6. Explain your understanding of the differences in culture and language.</p>	<ul style="list-style-type: none"> <li>• <i>Foods and ways of eating and preparing food.</i></li> <li>• <i>Religion, respect and understanding of the worlds religions.</i></li> <li>• <i>Birth/death, understanding of rites and rituals around birth and death.</i></li> <li>• <i>Marriage, importance and meaning of ceremonies.</i></li> <li>• <i>Male and female roles in society.</i></li> <li>• <i>Sexual orientation, respect a persons choice in life.</i></li> </ul>

### Assessment Feedback Form

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