

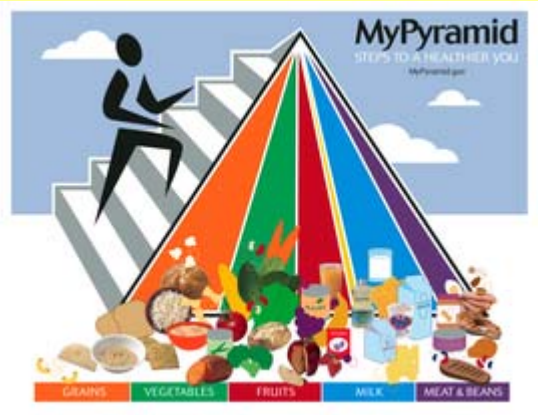


NQF Level: **3** US No: **116271**

Assessment Guide

Primary Agriculture

Monitor and Supervise a Food Safety and Quality Management System



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.

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:

Title:	Monitor and supervise a food safety and quality management system in the agricultural supply chain		
US No:	116271	NQF Level:	3
		Credits:	3

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 Plant Production	48975	3	120	<input type="checkbox"/>
National Certificate in Animal Production	48976	3	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48977	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.

Instructions to learner:

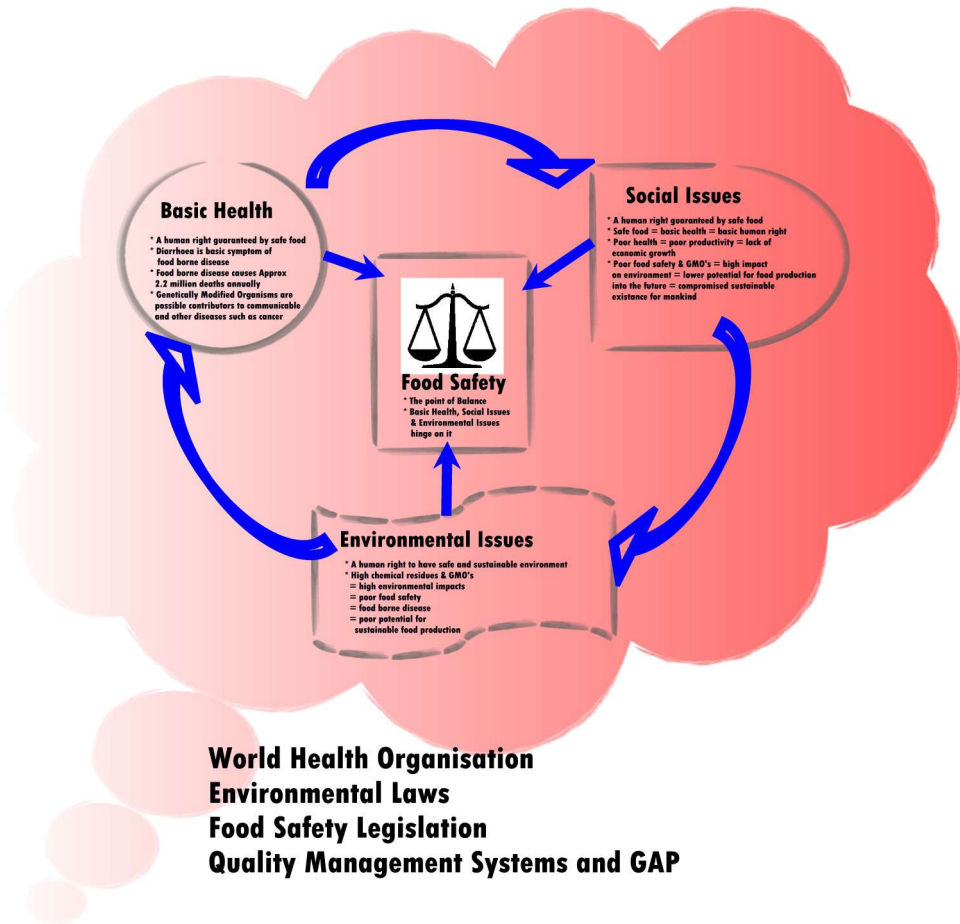
Draw a mind map & present it in your group

Learner Guide: Page 28

Facilitator Guide: Page 18

1. Draw a mind map on the link between food safety, basic health, social and environmental issues, and South African government legislation pertaining to food safety.

Model Answer(s):



Instructions to learner:

Work in pairs

Learner Guide: Page 29

Facilitator Guide: Page 19

1. In pairs, develop a presentation or "road show" for the workers on the farm explaining the importance of food safety and introducing food safety checklists and principles. Summarise briefly how you would follow up this presentation or "road show" by giving details of awareness campaigns, incentives, disciplinary enforcement, warning signs and poster campaigns.

Model Answer(s):

Points for consideration

SECTION 1 - ESTABLISHMENT: DESIGN AND FACILITIES

1.1 LOCATION OF ESTABLISHMENT

1.1.1 Is the pack house not located in an area that poses a threat to the environment and to food safety? MINOR

1.2 LOCATION OF EQUIPMENT

1.2.1 Is all equipment adequately maintained and cleaned? MINOR

1.2.2 Is all equipment used for its intended use? MINOR

1.2.3 Does all equipment facilitate good hygienic practices including monitoring of control points? MINOR

1.3 PREMISES AND EQUIPMENT

1.3.1 Design and Layout

1.3.1.1 Does the internal design and layout of the pack house permit good food hygiene practices and protection against cross contamination of the product? MINOR

1.3.2 Internal Structures and Fittings

1.3.2.1 Do surfaces of walls, partitions and floors have a smooth and impervious surface to allow for appropriate cleaning and drainage? MINOR

1.3.2.2 Is equipment and containers made of materials that do not impart any toxic effect on produce? MINOR

1.4 Containers for Waste and Inedible Substances

1.4.1 Are all containers used as refuse bins specifically identified and suitably constructed? MINOR

Model Answer(s): (Continue)

1.5 FACILITIES

1.5.1 Water Supply

1.5.1.1 Is the water used for sanitation and process (post-harvest washing, hydro-cooling, ice-cooling) purposes of drinking water quality (potable)? MAJOR

1.5.1.2 Where recycled water is used for process purposes, is it treated and maintained in a condition that will not constitute a risk to fresh produce? MAJOR

1.5.2 Drainage and Waste Disposal

1.5.2.1 Is a drainage system provided for efficient disposal of wastewater to prevent the contamination of fresh produce or the potable water source? MINOR

1.5.3 Personnel Hygiene Facilities and Toilets

1.5.3.1 Are adequate, suitable and conveniently located toilet facilities available? MINOR

1.5.3.2 Is a cleaning/sanitation schedule for the change rooms and toilet facilities available (facilities are cleaned/sanitised at least once per working day)? MINOR

1.5.3.3 Is toilet paper provided? MINOR

1.5.3.4 Is running cold/hot water available for washing hands after toilet use? MINOR

1.5.3.5 Is liquid dispensable soap provided? MINOR

1.5.3.6 Are disposable towels or hot air dryers provided for drying hands (normal washable towels are unacceptable)? MINOR

1.5.3.7 Are visible signboards directing workers to wash hands after toilet use present in strategic positions in the toilet facilities? MINOR

1.5.3.8 Are refuse containers/bins provided for disposal of towels (if hot air dryers are not provided)? MINOR

1.5.4 Air Quality and Ventilation

1.5.4.1 Is adequate natural or mechanical ventilation provided in the pack house? MINOR

1.5.5 Storage (Cleaning chemicals; Pre-Harvest Chemicals)

1.5.5.1 Is the storage facility for the storage of cleaning/post harvest chemicals suitable for the purpose and secure? MINOR

1.5.5.2 Are all chemicals properly labelled? MINOR

1.5.6 Food Control and Monitoring Equipment

1.5.6.1 Where applicable, is equipment used to heat treat, cool (cold stores), store or freeze produce designed to achieve required produce temperatures as rapidly as necessary in the interests of food safety and product suitability? MINOR

1.5.6.2 Where applicable, are temperatures regarding this equipment (e.g., cold stores) controlled and monitored? MINOR

Model Answer(s): (Continue)

1.5.6.3 Where applicable, is all temperature measuring equipment and other monitoring equipment calibrated (records, calibration certificates/stamps)? MINOR

1.5.6.4 Where applicable, are cold stores maintained in a clean and sanitary state? MAJOR

1.5.6.5 Where applicable, does condensate and defrost water from the cooling system not drip onto fresh produce? MINOR

1.5.6.6 Where applicable, for various produce groups, is the humidity and air-flow in the cold stores regulated and monitored to ensure conformance to food safety and product suitability? MINOR

SECTION 2 - CONTROL OF OPERATION

2.1 POST-HARVEST CHEMICAL TREATMENTS (WHERE APPLICABLE)

2.1.1 General

2.1.1.1 Are only pre-harvest chemicals that are registered in South Africa used for pre-harvest chemical applications? MAJOR

2.1.1.2 Are certificates of competence for the technical adviser/or farmer available on the farm to demonstrate his/her competence to give advice on the selection of post-harvest chemical products? MINOR

2.1.1.3 Are all manufacturers' label instructions followed correctly for post-harvest chemical applications? MAJOR

SECTION 3 - ESTABLISHMENT: MAINTENANCE AND SANITATION

3.1 MAINTENANCE AND CLEANING

3.1.1 Is all pack line equipment/machinery surfaces (sizers, conveyors, drop boards, grading tables and wash tanks) coming into contact with produce well maintained (no injury points or broken belts) and free from flaking plaster and metal shards? MAJOR

3.1.2 Are cleaning chemicals used according to the manufacturer's instructions? MAJOR

3.1.3 Is there a cleaning schedule in place that defines the different areas and equipment to be cleaned, the frequency, responsibility and verification procedures? MINOR

3.1.4 Are there facilities provided for the cleaning of utensils and equipment with a supply of hot or cold water? MINOR

3.2 PEST CONTROL SYSTEMS

3.2.1 Are rodent traps present in strategic positions on the pack house premises? MINOR

3.2.2 Are establishments and surrounding areas regularly examined for evidence of infestation, and any treatments recorded? MINOR

3.2.3 Are openings to doorways, vents, drains, in pack house walls and windows covered with wire mesh? MINOR

3.2.4 Are the grounds in the immediate vicinity of the pack house free of litter, waste and improperly stored garbage, and is grass on the pack house premises kept short? MINOR

3.2.5 Are all surfaces and walls within the pack house free of bird or other wildlife and their defecation? MINOR

Model Answer(s): (Continue)

SECTION 4 - ESTABLISHMENT: PERSONAL HYGIENE

4.1 HEALTH STATUS

- 4.1.1 Are all personnel and other people suffering from infectious diseases (jaundice, diarrhoea, vomiting, fever, sore throat with fever, discharges from ears, nose and eyes) that can be transmitted through produce not allowed to enter the pack house or handle fresh produce? MAJOR
- 4.1.2 Do workers handling produce who have sores, skin irritations or boils wear moisture proof plasters/bandages covering these skin defects? MAJOR
- 4.1.3 Do workers have access to first-aid facilities? MINOR
- 4.1.4 Is there a trained person responsible for the first-aid facility and for administering first-aid? MINOR

4.2 PERSONAL CLEANLINESS AND BEHAVIOUR

- 4.2.1 Do all workers and visitors wear suitable clean protective clothing, head covering and footwear? MINOR
- 4.2.2 Do workers not wear jewellery (only flat wedding band allowed)? MINOR
- 4.2.3 Are hand washbasins or hand sanitizers present at pack house entrances? MAJOR
- 4.2.4 Do workers and visitors sanitize their hands when entering the pack house? MAJOR
- 4.2.5 Where hand washbasins are used, are liquid soap dispensers available? MAJOR
- 4.2.6 Where hand washbasins are used, are disposable paper towels or hot air dryers available? MINOR
- 4.2.7 Is a waste bin present for the disposal of used paper towels? MINOR
- 4.2.8 Are signboards present in strategic positions in the pack house indicating the prohibition of eating, chewing, drinking and smoking? MINOR

4.3 VISITORS

- 4.3.1 Do visitors adhere to personal hygiene provisions in section 4.2? MINOR

SECTION 5 - LOT AND PRODUCT INFORMATION /TRACEABILITY

5.1 General

- 5.1.1 Does packaging contain all the required information as specified under the Agricultural Products Standards Act of 1990? MAJOR
- 5.1.2 Is produce accompanied with information to enable the next party in the food chain to handle, display, store and prepare the product safely and correctly? MAJOR

SECTION 6 - TRAINING

6.1 General

- 6.1.1 Are workers trained in personal hygiene? MINOR
- 6.1.2 Is personnel hygiene training records available? MINOR
- 6.1.3 Is refresher training courses given on a periodic basis (training records)? MINOR
- 6.1.4 Are workers who handle and apply crop protection products trained? MINOR

Instructions to learner:

In pairs, role-play

Learner Guide: Page 30

Facilitator Guide: Page 19

1. One person must choose one from the following lists of diseases:

1. Mumps, Measles, Chicken pox, German Measles.
2. TB, Colds and Flu.
3. Headache.
4. Migraine.
5. Diarrhoea.
6. Other diseases and illnesses.
7. HIV/AIDS

The person who has chosen this should pretend that they have contracted the disease and the other person will play the role of the supervisor or team leader. Act out the correct procedure for dealing with the disease. Write notes for yourself.

Model Answer(s):

1. Mumps, Measles, German Measles and Chicken Pox

These are infectious illnesses and can be contagious to other workers members as well as contaminating the product. Workers should therefore not work, even if they feel well enough, nor interact with others but rather be booked off by a doctor.

2. TB, Colds and Flu

Diseases like tuberculosis, colds and influenza are very infectious diseases that are passed onto other people by the germs released into the air when workers cough or sneeze. Each time workers cough, sneeze or blow noses into a handkerchief or tissue workers must wash their hands thoroughly. If workers find out that they have any of these illnesses they must tell their supervisor straight away and see a doctor, who will then determine the severity and whether there is a risk to the safety of the food product. These types of illnesses fall into a high risk area in terms of food product safety.

Model Answer(s): (Continue)

3. Headache

Depending on the severity of the condition, workers may be able to interact with others due to the fact that this is not contagious. Should workers require medication to rectify the condition, the medication should be one that does not include drowsiness as a side effect, as it might be detrimental to their own personal safety as well as to the safety of the food product.

4. Migraine

This is a condition, although not contagious, can be very dangerous for food safety. It can cause vomiting and nausea. Workers suffering from this condition should therefore not work. Noise and bright lights should also be avoided as this can aggravate the situation.

5. Diarrhoea

This is normally a symptom of another type of illness which might be detrimental to food safety. Workers should see a doctor who will decide on the seriousness of the disease and who will assess the risk to the safety of the food product. If it is a virus, workers should not interact, nor work with others, as this could be passed on. Diarrhoea is sometimes not contagious; however it is preferable that workers with this condition rather refrain from working with the food product.

6. Other diseases and illnesses

Other illnesses that will not allow staff to interact with others are for example, hepatitis and certain skin conditions.

7. HIV and AIDS

HIV, although infectious, is only infectious under certain circumstances, e.g. contact with blood or through sexual transmission. It is important to the possible risk to food safety, but beware not to victimise HIV/AIDS sufferers. Rather take extra precaution in the form of providing disposable protective gloves as part of uniform and ensure that all staff are well informed and extra careful should the need for first aid arise when assisting any employee who has been injured.

My Notes ...

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Instructions to learner:

Hold a debate

Learner Guide: Page 36

Facilitator Guide: Page 20

1. One group says the only effective way to check compliance of food safety regulations is through formal reporting, internal and external audits and punitive systems. The other group says the best way to detect non-conformance is a combination of non-punitive formal reporting and an informal reporting system encouraged for all workers.

Model Answer(s):

This reporting system should have both formal and informal aspects. All workers and employees from the lowest rank to the highest should be encouraged to report and communicate any non-conformance immediately, and to keep escalating the report until appropriate action is taken.

Formal reporting, Internal audits and External Audits

The best possible way to do this is to formalize Good Agricultural Practices (GAP's) and Good Manufacturing and handling practices (GMP's and GHP's), by applying the step by step procedures of HACCP to each of these hygiene-associated practices.

Remember that we have already determined that the HACCP system has seven principles. These principles may be specific to HACCP, but they comprise a good general approach to food safety monitoring. The principles are:

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

It is normally a good idea to establish formal reports and documentation at each critical control point identified that would naturally highlight any non-compliance issues. This documentation would take the form of checklists and periodic pro-forma reports.

Formal reporting also results from Internal and External Audits related to HACCP, Eurepgap and other GAP systems. We will discuss these types of audits in more detail later in this learning module.

Informal reporting

To formal reporting relies on the cooperation and integrity of every person who is

Instructions to learner:

Complete the checklist

Learner Guide: Page 51

Facilitator Guide: Page 22

- Go to the farm where you are completing your training and complete the checklist. Check which of the records on the list are available on the farm. Attach copies or examples of all the records that you find which are marked "R" for required.

Model Answer(s):

Record	Required / Encouraged	Grower
Records of each field or nursery and/or cuttings house to provide a permanent record of crops and agronomic activities undertaken at those locations.	R	
Risk assessment results for all new sites, taking into account the prior use of the land and all potential impacts on adjacent crops and other areas, and a management plan setting out strategies to minimize all identified risks, such as spray-drift, water contamination, etc. This can be used as justification of the suitability of the site for agricultural production.	E	
Soil maps (optional).	E	
Justification for soil fumigation.	R	
Records of the use of chemicals for the sterilization of substrates, including location, date, type of chemicals, method of sterilization, and operator details.	R	
Records indicating the source of substrates.	E	
Records to demonstrate the competence and knowledge of growers or their advisors regarding fertilizer use.	E	

Model Answer(s): (Continued)

Record	Required / Encouraged	Grower
Records of fertilizer application, including location, date of application, type of fertilizer used, quantity, of fertilizer applied, method of application, and operator details.	R	
Calibration records for fertilizer application machinery.	E	
Stock records for fertilizers stored on the farm.	E	
A current list of all products used and approved for the crops being grown on the farm.	E	
An inventory of crop protection products kept in the crop protection store, including expiry dates.	E	
Justification for the type of post-harvest treatment utilized.	R	
A current list of all post-harvest treatment products stored on the farm.	R	
Records to demonstrate the competence and knowledge of growers or their advisors regarding post-harvest treatment products.	E	
A list of all possible waste products in all areas of the farm business.	E	
A list of all potential sources of pollution.	R	
A waste and pollution management plan to avoid or reduce wastage and pollution.	E	
A risk assessment and action plan regarding worker health and safety.	R	
Training records for all training undertaken on or off site, for all staff.	R	
Records of the use of First Aid devices, including device or product used, patient treated, date of treatment and reason for treatment.	E	
Records of protective clothing and equipment issued to workers.	E	

Model Answer(s): (Continued)

Record	Required / Encouraged	Grower
A conservation management plan aiming at enhancing biodiversity on the farm.	E	
Results of a baseline audit to help understand existing animal and plant diversity on the farm.	E	
An energy management plan to improve the efficiency of energy use.	E	
Records of permissions to plough virgin soil.	R	
Records of genetic contamination incidents.	R	
Records of insect and disease incidents.	E	
Results of water analysis, at least on an annual basis, including all water used for irrigation and fertigation purposes.	E	
Results of internal audits regarding compliance to this code of practice.	R	
Plantation inputs.	R	
Plantation yield.	R	
Water used for irrigation, fertigation and crop protection purposes.	R	
Marketing statistics.	R	
Nature conservation permits.	R	
Supplier records (PUK codes, Nature Conservation Permits, Signatory to this code of practice, other certifications held).	R	
BEE: sourcing of material from BEE companies.	E	
Assistance to BEE independent harvesters.	E	
Annual SAPPEX Questionnaire.	R	
Planting Records.	R	
Monthly Export Statistics.	R	

Instructions to learner:

Write a report

Learner Guide: Page 54

Facilitator Guide: Page 23

Write a detailed report on the principles of the system that you have chosen, how it contributes to the farm management system of the farm, and give examples related to this system that is used in your day-to-day working activities.

1. Choose one of the following:

1. PPECB
2. ISO
3. Eurepgap
4. HACCP

Model Answer(s):

1. PPECB

PPECB currently acts as an independent service provider of quality certification and cold chain management services for producers and exporters of perishable food products. PPECB's services reduce the risk of producers and exporters of these products. PPECB controls all perishable exports from South Africa, the value of which is approximately 9 billion S.A. Rands per annum. It has an annual income of approximately 100 million S.A. Rands

2. ISO

ISO (International Organization for Standardization) is a global network that identifies what International Standards are required by business, government and society, develops them in partnership with the sectors that will put them to use, adopts them by transparent procedures based on national input and delivers them to be implemented worldwide. ISO standards distil an international consensus from the broadest possible base of stakeholder groups. Expert input comes from those closest to the needs for the standards and also to the results of implementing them. In this way, although voluntary, ISO standards are widely respected and accepted by public and private sectors internationally. ISO – a non-governmental organization – is a federation of the national standards bodies of 149 * countries, one per country, from all regions of the world, including developed, developing and transitional economies.

Model Answer(s): (Continue)

Each ISO member is the principal standards organization in its country. The members propose the new standards, participate in their development and provide support in collaboration with ISO Central Secretariat for the 3 000 technical groups that actually develop the standards.

- ISO is the world’s leading developer of International Standards.
- ISO standards specify the requirements for state-of-the-art products, services, processes, materials and systems, and for good conformity assessment, managerial and organizational practice.
- ISO standards are designed to be implemented worldwide.

3. Eurepgap

EurepGAP started in 1997 as an initiative of retailers belonging to the Euro-Retailer Produce Working Group (EUREP). It has subsequently evolved into an equal partnership of agricultural producers and their retail customers. Their mission is to develop widely accepted standards and procedures for the global certification of Good Agricultural Practices (GAP). It is possible for producer organisations to seek an independent and transparent recognition of equivalence with the EurepGAP standards and procedures through a benchmarking system thereby facilitating global trade and aiding the harmonisation of technical criteria.

By adhering to good agricultural practices we reduce the risks in agricultural production. EurepGAP provides the tools to objectively verify best practice in a systematic and consistent way throughout the world. This can be achieved through the protocol and compliance criteria. EurepGAP's scope is concerned with practices on the farm, once the product leaves the farm they come under the control of other Codes of Conduct and certification schemes relevant to food packing and processing. That way the whole chain is assured right through to the final consumer.

4. HACCP

We have already discussed this system on previous levels and will look at the step by step implementation of such a plan by means of a flow-chart in Chapter 6 of this learning module. Just to refresh our memories - the HACCP system is a common-sense approach designed to identify and control food-safety hazards (i.e. harmful micro organisms, or chemical and physical contaminants) and monitor the controls established. It depends on industry self-regulation through “preventative management” with the oversight of regulatory agencies.

Instructions to learner:

Do day-to-day operations on the farm

Learner Guide: Page 61**Facilitator Guide: Page 24**

1. Obtain a copy of the Standard Operating Procedure for sampling and analyses of agricultural products of plant origin to determine agro-chemical residue levels as part of export inspection. Paste it here and read through it and highlight key-points that are relevant to your day-to-day operations on the farm.

Model Answer(s):

As per procedure.

For a detailed copy of this SOP, you can download from the internet at this link:
Standard Operating Procedure (SOP) for Sampling, Analysis of Agricultural Products of Plant origin to determine Agro-chemical residue levels as part of export inspection.

Checklists and Compliance criteria have been developed to be used as an aid and self-assessment tool for Food Business Operators (FBO's), in implementing the Food Safety System. The same checklist will be used by PPECB auditors to verify that the system is in place.

The following checklists/compliance criteria are available for download:

- Checklist SA GAP - August 2005
- Compliance Criteria SA GAP -August 2005
- Checklist On Farm Packhouses- July 2005
- Compliance Criteria On Farm Packhouses - July 2005
- Checklist Off farm Packhouses - July 2005
- Compliance Criteria Off Farm packhouses - July 2005
- Checklist Cold storage - October 2005
- Compliance Criteria Cold Storage - October 2005
- Checklist Processing - September 2005
- Compliance criteria Processing - October 2005
- Checklist Road Transporters - November 2005
- Compliance Criteria Road Transporters - November 2005

Instructions to learner: Write a brief summary explaining why you think it is important to maintain these records for each type of agro-chemical used on the farm

Learner Guide: Page 70

Facilitator Guide: Page 25

- Find a copy of the Spray programme for the farm where you are completing your training. Choose any one type of chemical listed on the spray programme and trace the records for this chemical through the processes of:

- | | |
|--------------|------------------|
| ◆ Ordering. | ◆ Stock Control. |
| ◆ Receiving. | ◆ Issuing. |
| ◆ Storage. | ◆ Application. |

Make photocopies of the examples that you find and attach them to your guide.

Model Answer(s):

The following systems has to be developed in order to ensure that accurate control and recordkeeping surrounding Agro chemical usage:

- Records of each field or nursery and/or cuttings house to provide a permanent record of crops and agronomic activities undertaken at those locations
- Risk assessment results for all new sites, taking into account the prior use of the land and all potential impacts on adjacent crops and other areas, and a management plan setting out strategies to minimize all identified risks, such as spray-drift, water contamination, etc. This can be used as justification of the suitability of the site for agricultural production.
- Soil maps.
- Justification for soil fumigation
- Records of the use of chemicals for the sterilization of substrates, including location, date, type of chemicals, method of sterilization, and operator details
- Records indicating the source of substrates
- Records to demonstrate the competence and knowledge of growers or their advisors regarding fertilizer use.
- Records of fertilizer application, including location, date of application, type of fertilizer used, quantity, of fertilizer applied, method of application, and operator details
- Calibration records for fertilizer application machinery
- Stock records for fertilizers stored on the farm
- A current list of all products used and approved for the crops being grown on the farm
- Records to demonstrate the competence and knowledge of growers or their

Assessment Feedback Form

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

Summative Test and Attitude & Attribute Evaluation

Before 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 guide. 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:

Unit Standard:	116271	NQF Level:	3
Learner Name:			

Questions
Use the questions below as a guideline and compile a training session for team on food safety and quality management systems
Model Answer: Use the list below as a guideline to assess the assignment
1. How food safety is addressed on the farm through basic health, safety and social procedures and rules.
2. How food safety is addressed on the farm through care of the environment.
3. The correct procedures to follow in terms of worker illness and/or the incidence of communicable disease.
4. The correct procedures to follow related to reporting non-conformances with the food safety rules on the farm.
5. An introduction to all the checklists, documents and protocols related to traceability and quality management of the product.
6. An introduction to the importance of record keeping related to food safety with practical examples.
7. An overview of internal audits related to traceability, quality management and the food safety rules of the farm.
8. Specific emphasis on the control and record keeping for our team on our farm related to the use of agro-chemicals.

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>Assessment Judgement 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>Learner's Signature:</p>	<p>Date:</p>
<p>Assessor's Signature:</p>	<p>Date:</p>
<p>Moderator's Signature:</p>	<p>Date:</p>