NQF Level: 4 **US No: 116293**

Assessment Guide

Primary Agriculture

Sustainable agricultural enterprises

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.

agriculture
Department:
Agriculture
REPUBLIC OF SOUTH AFRICA

AgriSETA

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.

Please Note:

This Unit Standard **116293** Assessment Guide must be read in conjunction with the generic Assessor Guide as prescribed and published by the AgriSETA.

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:

Title:	Evaluate, adjust and implement factors influencing agricultural enterprises				
US No:	**116293**	**NQF Level:**	4	**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 Animal Production	48979	4	120	ρ
National Certificate in Plant Production	49009	4	120	ρ

Please mark the learning program you are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	ρ	ρ
Skills Program?	ρ	ρ
Short Course?	ρ	ρ

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.

Activity Answers

1.1

SO 1

Instructions to learner:

Individual Activity

Learner Guide: Page 10 Facilitator Guide: Page 13

Make use of news papers or articles in agricultural magazines and illustrate the effect of external factors on Agricultural production.

- Concentrate on the production enterprises you are working in.
- Make suggestions how local producers can overcome the external factors or prevent the effect there-of.

Model Answer(s):

There is not a single answer that can be given for this assignment.

- *The learners must illustrate that they know what external factors are and how it will influence the agricultural production.*
- *From the source material they must be able to identify the external factors and the effect thereof on the enterprise they are working in.*
- *The learners must be able to make suggestions how the effect of these factors can be reduced or overcome.*

- Describe the responsibility of the local producer towards the industry or production enterprise he/she is working in.

Model Answer(s):

The task of the farmer or the farm manager is to manage the production activities in such a way that the natural resources are used effectively; high production is attained; production at expectable cost and that production systems are adapted to suit the climatic and economical environment. The productive use of the resources is one of the key areas to success. Natural resources include soil, water, climate, vegetation and topography.

My Notes ...

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Activity Answers

1.2

SO 1

Instructions to learner:

Individual Activity

Learner Guide: Page 17 Facilitator Guide: Page 13

At your place of work:

1. Indicate how the information obtained from soil samples can or should be utilised by management?

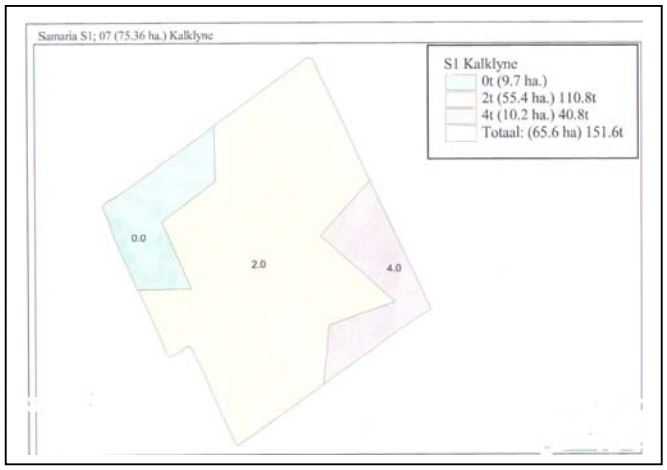
Model Answer(s):

Soil samples are taken from the land with regular intervals. Each sample spot is marked and plotted on the land\field map with a GPS. The result of the soil analysis is indicated on the land map by using different colours to indicate differences in soil nutrients. The application of fertiliser will be done according to recommendations to complete shortages in soil's nutrients.

2. Indicate how precision farming can be implemented? How does precision farming assist with cost saving?

Model Answer(s):

The result of the soil analysis is indicated on the land map by using different colours – separating and showing areas with deficiencies in or beneficial nutrients.
All the info collected provides the farmer with a clear picture and exact situation on the farm and enables him to determine the plant density and fertiliser application according to the soil and the expected yield.
The map will also indicate areas where lime must be applied, saving input costs as specific areas receive different applications and not one application for the land as a whole.
When the crop is planted and sprayed, the information is also recorded and saved.



My Notes ...

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Activity Answers

1.3

SO 1

Instructions to learner:

Individual Activity

Learner Guide: Page 21 Facilitator Guide: Page 13

1. Use the production enterprise (at your place of work) and evaluate it according to the main headings provided. Give, in a logical order, as much detail as possible.

Model Answer(s):

Crops	
Production Activity	***Activities***
1) ***Planning***	*Plan the activities for the next season:*
	Compile a land use plan
	Order the required inputs
	Ensure that tractors and equipment are in working
	Operators are trained in different activities *Labourers know what is expected – work hours arranged*
	compile a work production schedule and get marketing agreements in place *Activity and equipment use plan*
2) ***Preparation phase***	*Start with cultivation preparation - primary and secondary cultivation*
	Ensure a good seed bed for the plants
	Record expenses and activities; ensure effective use of equipment
	Keep to time schedules
3) ***Planting phase***	*Final Land preparation*
	Supervise planting activities: *correct calibrated planter and spray equipment* *planting as decided – plant density, depth , fertiliser application, seed treatment if necessary* *correct working speed* *test calibration regularly at various places*
	Correct cultivars planted
	If permanent crops are planted e.g. trees, make sure proper care is taken with the preparation of the soil.

4) Germination	*Ensure that top soil layer is not clogged after a heavy rain storm.* *Observe if germination takes place at the correct time.* *Correlate % plants germinated with sample trial.* *Re-plant areas with poor germination.* *Look out for cut worms, apply bait if necessary.* *Cover seedling beds (when needed) to protect young plants.*
5) Growth stage	*Record the different growth stages of the crop in concert with rainfall and temperature.* *If applicable - ensure irrigation during critical periods to eliminate stress* *Control weed and pest to reduce stress.* *Protection against pest and diseases.* *Weed control.*
6) Pollination	*Pollination is a critical period - make sure that there is enough plants to ensure successful pollination* *Removal of unwanted materials* *Irrigation during this period essential*
7) Fruit /grain setting	*Plant must not be of drought or heat stressed as it will affect fruit or grain setting negatively.* *Where possible, ensure sufficient moisture to plant.*
8) Harvesting	*(Next to planting the most important phase)* *Make sure crop if ready to be harvested – not to early or to late* *Dry enough – grain; or at the correct physiological stage – fruit & veggies* *Use correct harvesting methods* *Prevent breakage, damage or wastage*
9) Post harvesting actions	*Grading or classification of the products* *Correct packaging - according to different grades* *Pack only good quality, remove damaged products* *Make use of cold chain where necessary* *Transport - prevent damaging*

2. Explain how the following can be used/ applied in the production process

- Soil samples and analysis

Model Answer(s):
Soil sample analysis provides information that enables the farmer\manager to make decisions regarding the quantity of fertiliser that needs to be applied to a specific land or crop on that specific land. By sticking to these recommendations will not only eliminate fertiliser wastage, but will also promote growth and production as the plants receive what is needed.

- Leave samples and analysis

Model Answer(s):
Leave analysis provides information during the growth season at different stages, indicating shortages that might occur and need to be addressed to ensure a good yield.

- Weather forecast

Model Answer(s):

The forecast obtained from the SA Weather service or any other weather service can be used for the following purposes

- *Planting or cultivation of crops*
- *Cutting or mowing of pastures or fodder crops*
- *Spraying of crops before rain to prevent the remedy being washed from the plants*
- *Wind direction and strength needed when you make fire breaks to prevent run away fires*
- *Temperature - when to protect plants and animals against cold weather*
- *Scheduling of irrigation - using wind, temperature and evaporation to calculate the amount of water needed.*
- *Harvesting of certain crops – e.g. fruit - to prevent damage or lower quality produce when harvesting while it rains.*

My Notes ...

Activity Answers

1.4

SO 1

Instructions to learner:

Individual Activity

Learner Guide: Page 26 Facilitator Guide: Page 13

1. Apply the different ratios on the farming business you are working on

Model Answer(s):

Use the ratios in this table and apply it to the production enterprise where you are work.

Yard stick	*Calculation method*	*Year 1*	*Year 2*	*Year 3*	*Year 4*
1. Solvency ratio					
Net capital ratio	*Total assets ÷ total liabilities*				
Leverage ratio	*Total liabilities ÷ net worth (own capital)*				
Own capital ratio	*Total own capital ÷ total assets*				
Growth in the net worth	*100 x (net worth [year 2] - net worth [year 1]) ÷ net worth (year 1)*				
2. Liquidity ratios					
Current ratio	*Current assets ÷ current liabilities*				
Acid test ratio	*(Current assets – stocks and supplies) ÷ current liabilities*				
Intermediate ratio	*(Current assets + medium term assets) ÷ (current liabilities + medium term liabilities)*				
3. Profitability ratio					
Farm Profitability : *Net farm income (NFI)/R100 capital*	*Average kapital employed = (Opening value + closing value) ÷ 2* *NFI/R 100 = (NFI x 100) ÷ average capital employed*				
Profitability of own capital	*1) Ave own capital investment = (Opening value + closing value) ÷ 2* *2) Profitability of own capital NFI/R100 = (Farm profit * 100) ÷ Ave own capital I*				

4. Efficiency ratios					
Capital turnover ratio	*Capital turnover ratio = Gross production value ÷ Ave total capital employed*				
Cost ratio	*Cost ratio = total expenditure ÷ gross value of production*				

2. Use data from your own farming business and apply the different substitution rates with and example. Illustrate with examples how the output/output ratio can be applied in your farming business.

Model Answer(s):

Use the different ratios and apply on your own situation.

Output/ output ratios *- what to produce? It is necessary to determine the physical relationship between products. The following output relations can occur:*

Joint products - *where the production of one product automatically generates the other e.g. wool and mutton*

Supplementary products - *are obtained where the change in the production of one product has no effect on the production of another product. e.g. beef cattle and goats*

Complementary products - *the increase in the production of one product also results in the increase of the production of the other e.g. (1) a combination of cattle and goats – goats prevent and control bush-encroachment, thus making more grazing available to the cattle or (2) the crop rotation with leguminous plants will lead to higher production.*

Antagonistic products - *one product claims the input of another product with adversely affects - e.g. cattle and blue wildebeest cannot graze together as the wildebeest is the carrier of the disease bovine malignant catarrh (Snotsiekte) that is fatal to cattle.*

Van Zyl J (et all) state the rule for decision making : ***Profit is maximised when two outputs or products are produced using a given number of limited inputs, where the physical rate of substitution of the two products is equal to the inverse price ratio of the products.***

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Activity Answers

1.5

SO 1

Instructions to learner:

Individual Activity

Learner Guide: Page 30 Facilitator Guide: Page 13

Use the production enterprise you are involved with and answer the following questions.

1. Study the production process and break it up in the different production segments.

Model Answer(s):
No definite answer as it will vary from farm to farm.

2. Evaluate the different production segments and recommend improvements regarding the use of machines, labour and efficiency of the production system

Model Answer(s):
To determine the efficiency of machinery used, only the cost that is directly related to the cultivation - variable cost – are used

- *Vehicle costs per hectare*
- *Power machinery costs per hectare cultivated land*
- *Tractor costs per litre fuel used*
- *Tons harvested per tractor*
- *Cultivation costs per unit*

Utilisation of labour
Only the direct locatable costs regarding labour can be used
Labour cost per hectare (full –time) per month

- *Gross production value per R100 labour costs*
- *Net farm income per R100 labour costs*
- *Labour efficiency percentage - that is the total number of labour days worked by labourers as a percentage of the maximum number of available working days.*
- *Labourers per day per yield-unit harvested*
- *Hectares cultivated per labourer per day*

3. How can the market information be used to assess the production process?

Model Answer(s):
The use of Market information to adjust program
Agricultural products are subjected to the market force of supply and demand. If there is an oversupply of the product on the market then the price will be low, if there is an undersupply of the product the price is high due to the large demand. The producer must keep this in mind as agricultural production is seasonal and therefore the marketing information is very important to get on the market when the price is high

Other information obtained from marketing information

Agricultural products are subjected to the market force of supply and demand. If there

is an oversupply of a product on the market, the prices tend to be low. The opposite is also true; if there is an undersupply of a product the price is high due to the large demand. The producer must bear in mind that agricultural production is seasonal. It is therefore very important to use market information to have products on the market when the price is high.

Other information obtained from marketing information

- *Quality of the product. The cheapest way of adding value to your product is to ensure that it is of the best quality that you can produce. Ensure that the product is not bruised during the picking or harvesting process. Take care with the packaging and handling of products to (transport) and at the market (offloading) itself.*
- *The consumer might develop a different taste - it is necessary that the producer adjust to the new demand as quickly as possible.*
- *The classification standards can change - if the producer do not adapt he will not be able to sell his product.*

The producer must form a partnership between him and his marketing agents to ensure that he obtain information and advice on what and when to produce.
After you completed the assessment or analysis of the production process you need to make adjustments to the production process to ensure the profitability of the enterprise. The adjustments can be introduced immediately in enterprises where there is a constant production e.g. dairy or piggery. In other seasonal enterprises the changes will be made over time and the result of the change will in most cases only be seen at the end of the production season.
There are basically three changes that can be made

- *Change the production process*
- *Change the products produced*
- *Close the production enterprise*

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Activity Answers

2.1

SO 2

Instructions to learner:

Individual Activity

Learner Guide: Page 33 Facilitator Guide: Page 15

1. Use the production enterprise on your farm and write down the infrastructure needed to produce the crop or product.

Model Answer(s):
The learners must use their own working environment and answer the question by identifying the infrastructure needed.

2. Determine if you can add additional facilities that will assist with the production.

Model Answer(s):
No model answer can be given; the learners must compare what they have and what will be able to assist them in the production process. They must be able to motivate the additional facilities.

My Notes ...

Activity Answers

2.2

SO 2

Instructions to learner:

Individual Activity

Learner Guide: Page 33 Facilitator Guide: Page 15

Evaluate the enterprise or Agri-business you are involved with and identify the infrastructure and facilities needed.

1. Identify all the problems or shortages of facilities and what can be done to address these problems.

Model Answer(s):

The learners must evaluate their own work environment and identify the shortcomings and provide solutions to these shortcomings and reasons why.

2. Indicate how you will go about to rectify the required adjustments to the infrastructure and how it will be integrated and implemented in the production process.

Model Answer(s):

The learner must provide practical examples of; (a) how these changes are implemented and (b) new ideas and legislation integrated.

My Notes ...

Activity Answers

2.3

SO 2

Instructions to learner:

Individual Activity

Learner Guide: Page 36 Facilitator Guide: Page 15

Cases study. Read the following section on orchard planning and site selection

ORCHARD PLANNING AND SITE SELECTION

Optimising production and quality of any fruit type necessitate selection. Fruit with a good appearance - same size, good colour on the inside as well as outside will stimulate anybody's appetite. In the past far too little attention was given to this aspect as far as olives are concerned and therefore very little written information exists. The discussion below will be far from adequate but, will at least form a base to work from. Aspect plays a major role in olive production. In the Western Cape of South Africa, the north and north-western slopes are normally hot but with big variations in temperature. The soil conditions are usually on the poor side and subjected to strong north-westerly winds. The oil quality of olives produced in this area is normally poor on these slopes while table olives will battle to attain a good acceptable size.

Varieties with low chilling requirements and tolerance to harsh conditions should be planted on these slopes. Select more vigorous varieties for the hot slopes. Southern slopes are cooler but with much more south-easterly winds and are not suitable to vigorous, alternate bearing varieties. High chilling requirement varieties like Sevillano may benefit on these slopes. It is probably more suitable for table olives. Eastern slopes are most probably the best suited to olive growing as these slopes usually provide better fruit.

Wind is essential for pollination but can also cause poor fruit set, floral abortion, fruit let drop, fruit shrivel, wind marks and sandblasting – factors that can influence quality as well. It is therefore essential to select varieties less affected by wind – such as Mission. When these windy conditions do exist, one should seriously consider planting windbreaks to optimise the crop and quality.

Frost is also a major consideration when selecting the area for olives. Select sites where temperatures will not drop below 10°C. Select varieties – e.g. Mission – that are more frost resistant.

Soil variation should, without doubt, be taken into consideration. Use more vigorous upright varieties on poorer soils and less vigorous varieties on the better soils. Kalamata will produce a larger yield in soil with good buffer capacity i.e. good water holding capacity, high cation exchange capacity and without water logging potential. Irrigation blocks should also be laid out according to soil types. Proper soil analysis is most important prior to any planning and should form the base of farm planning, cultivar selection and tree spacing.

Sunlight is fundamental in fruit farming. Olive trees should be orientated north-south for best results (between 30° east to 30° west of true north), but where trees remain free standing and not touching each other in the row, row orientation is not that important. When orientation is planned, consider - water drainage down the row (minimum slope 3-5%); the wind directions; and for mechanical purposes, the slope (in the row) must be less than 16% although short distances of 20-25% can be tolerated (danger for tractor drivers, etc).

Distance from the infrastructure and the water supply should also be considered. Rather plant olives (for oil purpose) and varieties resistant to bruising further away from the processing area while the more sensitive types closer to the facilities. It will also be practical and profitable to plant early varieties, such as Manzanilla and Barouni, further away from the water source as these varieties are more drought resistant and will thus only need irrigation water for a shorter period – lessening pumping costs. (Also concentrate on early varieties in case of water shortages).

Site selection is all about common sense - knowing the different characteristics and your farm and selecting the cultivar most suited for each area - the perfect match will present pure joy for years on end while a bad choice will keep you fighting problems all the way.

Although the article is about the establishment of olive orchards, it brings out very important aspects regarding planning and facilities.

1. Identify the effect of the topography on the cultivar choice or the type of production
2. Identify the climatic requirements for the different cultivars.
3. How are these factors used in planning?
4. Identify the needs for infrastructure
5. How is the infrastructure designed to fulfill the functions identified?

Questions 3 – 5 is the practical application of the information provided in questions 1 and 2

Model Answer(s):
To be able to answer these questions or do the tasks, the learners need to have information regarding their own production process and compare the different cultivars that are suitable for the production area. The suitability to the area must also be indicated.

My Notes ...

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Activity Answers

3.1

SO 3

Instructions to learner:

Practical Activity

Learner Guide: Page 40 Facilitator Guide: Page 16

Define the ideal animal for your production system. Collect information from the different breeder associations on the breeds applicable in your production system and compare it with the breeds you identified as ideally for your area.

Use US 116385 to assist you with the breed standards

Model Answer(s):

Collect information from the different breeder associations on the breeds applicable in your production system and compare it with the breeds you identified as ideally for your area.

Concentrate on the functional efficiency of the characteristics and how the ideal animal can increase the production or productivity.

My Notes ...

Activity Answers

3.2

SO 3

Instructions to learner:

Practical Activity

Learner Guide: Page 41 Facilitator Guide: Page 16

Use the production system where you are working as an example;

1. What is the production goals and policy? Draw up a plan indicating the type of product, the quality of product and the production system that is or should be followed.

Model Answer(s):

- *The producer must analyse his\her situation at first and then collect the production data and set production aims or goals. This must then be used as the starting point for the selection of the different cultivars to be planted. It is always a good policy not to put all the eggs in one basket - use more than one cultivar to spread the risk and ensure good end results.*
- *The type of products and the quality thereof must be defined.*

2. Use the production policy and information obtained from seed or plant material suppliers to evaluate and compare the different cultivars regarding the following

   - Products produced
   - Production potential
   - Production requirements

Model Answer(s):

To make a decision, the learner must compare the different characteristics of the different cultivars, the farm's needs and production potential for the specific area. The cultivars must be suitable for the needs of the producer and adapted to the environment.

3. Make your recommendations regarding the correct cultivars.

Model Answer(s):

A model answer is very difficult as it will depend on the information provided to the learners. The learners must be able though, to motivate their answers and give reasons why they recommend a specific cultivar.

My Notes ...

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Activity Answers

3.3

SO 3

Instructions to learner:

Practical Activity

Learner Guide: Page 42 Facilitator Guide: Page 16

Select a new production system of your choice and apply the following

1. Use the criteria given to evaluate the choice of system and the sustainability there off.

Model Answer(s):

In order to make a production decision, the producer must evaluate the following at first.

- *Is there a market for the product that I want to produce and what are the market requirements?*
- *What soil conditions\type is needed for the product?*
- *Climatic conditions – heat and cold, wind and hail?*
- *Need of water - are there sufficient water resources available?*
- *Distance from the market and facilities needed?*
- *Infrastructure – availability and provision costs?*
- *Cost to change machinery and equipment to suite the new production system or enterprise?*
- *Transition time – how much time is needed and how much time available?*

2. Identify the natural resources needed for the production of the product

Model Answer(s):

Depending on the area, the learners must identify the natural resources – soil, water, vegetation and climate.

3. Identify the infra structure needed for the production of the product

Model Answer(s):

Learners must make a list of infrastructure that will be needed.
Differentiate between essential and pleasant to have.

4. Supply market analysis that can be used for the production decisions

Model Answer(s):

A market analysis should include the following

- *Sales volumes of products*
- *Packaging*
- *Grading*
- *Price over different periods*
- *Changes in consumer demands*
- *Seasonal effects on the markets*

5. Motivate your decision by using different examples and proof the sustainability of the project.

Model Answer(s):
The learner must provide proof for his or her decision by providing evidence and motivation from the information collected.

My Notes ...

Activity Answers

4.1

SO 4

Instructions to learner:

Practical Activity

Learner Guide: Page 45 Facilitator Guide: Page 17

1. Describe the harvesting process of the products you are farming with.
2. Describe the harvesting method and the equipment used.

Model Answer(s):

1	
Product to be harvested	
Equipment used	
Labour used	
Correct stage of harvesting	
2) Method or method's that can be used for harvesting of the product	
How is the product handled	
Draw activity chart	

My Notes ...

Activity Answers

4.2

SO 4

Instructions to learner:

Practical Activity

Learner Guide: Page 46 Facilitator Guide: Page 17

Use the product that you are involved with and;

1. Draw a flow diagram to indicate the different steps in the
   - Production of the product
   - Processing of the product
   - Marketing of the product

Model Answer(s):
The learner must illustrate the different stages in the production by separating the production process into the different segments, e.g. soil preparation, weed control (pre-emerging), planting, weed control (post –emerging), etc.

2. Indicate how and where quality control is done at present

Model Answer(s):
Quality control occurs during the production as well as harvesting process to eliminate damaged and poor quality products before hand. The grading and sorting process is also a form of quality control.

3. Evaluate the present quality control system and point out where you would recommend improvements and state why.

Model Answer(s):
Each learner must evaluate the quality control standards in the production system at his\her place of work.

4. Draw up a quality control procedure for your production area; indicate who you would like to consult with to provide the necessary information.

Model Answer(s):
The quality control procedure will provide the people involved in the production process an idea of what must be done, when it must be done and how it must be done. This will eliminate wastage and damages.

The aim, during the harvesting process, should be to harvest a product at the right time and in the shortest possible period to obtain a quality product that will obtain the highest price.

Activity Answers

5.1

SO 5

Instructions to learner:

Practical Activity

Learner Guide: Page 50 Facilitator Guide: Page 18

1. Study the post harvest practice of the product you are involved with and identify the different post harvesting activities involved.

Model Answer(s):
The learners need to attend a practical situation to evaluate and identify all the activities that take place after the harvesting of the products and describe in detail why it was necessary.

2. Who is responsible for the post harvest practices - explain?

Model Answer(s):
The different post harvest practices are identified in question 1, add to this the responsible persons for the different activities.

3. Evaluate the post harvest practices that the producer can control and indicate what improvements can be made if any.

Model Answer(s):
The learner must indicate where the producer can improve on the post harvest practices to ensure a quality product and to extend the shelf live of these products.

My Notes ...

Activity Answers

5.2

SO 5

Instructions to learner:

Practical Activity

Learner Guide: Page 53 Facilitator Guide: Page 18

1. Draw up a checklist that can be used to evaluate the different processes.

Model Answer(s):
The checklist must cover the whole process, enabling management and workers to put control to practice.

2. Explain how the checklist can be used to improve the quality of the produce.

Model Answer(s):
Management can do a control check at the end of a production line to ensure that the quality control processes are in place.
The workers can use it to ensure the work is done correctly. The check list can also be used to identify problems when they occur and how to correct them. It also promotes accountability.

My Notes ...

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 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:

Unit Standard:	116293	**NQF Level:**	4
Learner Name:			

Questions	Model Answers
1. Use your own production system (as an example) and illustrate how the different sections can contribute to the quality of the product and sustainable production.	*This activity will evaluate the learner's ability to apply the information obtained to a practical situation on the farm - to identify problems and provide solutions to these problems.*

My Notes ...

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Assessment Feedback Form

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