



NQF Level: 4 **US No: 116321**

Assessment Guide

Primary Agriculture

Agricultural input

 <p>Dangerous/ harmful to livestock and poultry</p>	 <p>Dangerous/ harmful to livestock</p>	 <p>Dangerous/ harmful to poultry</p>	 <p>Dangerous/ harmful to wildlife and birds</p>
 <p>Dangerous/ harmful to wildlife</p>	 <p>Dangerous/ harmful to birds</p>	 <p>Not for aerial application</p>	 <p>Dangerous/ harmful to fish and water bodies</p>

Assessor:

Workplace / Company:

Commodity: Date:

Before we start...

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor whom is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the relevant Learner Workbook.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

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

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

Title: Procure and manage agricultural input
US No: 116321 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	<input type="checkbox"/>
National Certificate in Plant Production	49009	4	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.

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SO 1

Instructions to learner:

Individual activity

Learner Guide: Page 12

Facilitator Guide: Page 11

You are the manager of the store at your place of work. You need to restock the store with a pesticide that is used continuously on the farm. The product that you normally order is out of stock, and the product is urgently required. How would you go about identifying a suitable substitute for the compound?

Model Answer(s):

- *Contact a pesticide dealer registered with ACDASA.*
- *Source the trade names of other compounds with the same mode of action.*
- *Request them to supply you with copies of the labels of the pesticides.*
- *From the label determine:*
 1. *Whether the pesticide is registered for the crop and pest it is required for.*
 2. *Determined the active ingredient content of the pesticide.*
 3. *Determine the dosage rate.*
 4. *Determine if any additional adjuvant will have to be added.*
 5. *If adjuvant must be added, determine if this may influence the pre harvest interval.*
 6. *Determine the cost of application.*
 7. *Discuss with the farm manager to ensure the product will be acceptable.*
 8. *Order or purchase.*

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SO 1

Instructions to learner:

Individual written assignment

Learner Guide: Page 15

Facilitator Guide: Page 11

You are the manager of an agricultural inputs store at the farm where you work. Develop a set of procedures for receiving and storing pesticides, seed and fertilisers following the guidelines provided in Session 1.

Model Answer(s):

Answers will differ according to farm or site specific procedures. The procedures should preferably be applicable to the crop produced at their place of work.

3**SO 2 & 4****Instructions to learner:**

Group activity

Learner Guide: Page 19**Facilitator Guide: Page 12**

Visit the store on the farm where you work. Conduct a spot check on all the fertilisers and pesticides that are in stock. Make use of stocktaking sheets used on the farm. Ensure that all farm procedures are followed.

Model Answer(s):

Answers may differ according to farm and site specific procedures. The procedures should preferably be applicable to the crop produced at their place of work.

4**SO 3****Instructions to learner:**

Group activity

Learner Guide: Page 22**Facilitator Guide: Page 13**

Visit the store on the farm where you work.

1. Determine from dispatch documentation the most commonly used pesticide.
2. Determine the container size normally used and the quality criteria required for the compound.
3. Compare the compound's present price from at least three suppliers.
4. Where the specific pesticide is not available, find alternatives and their costs.

Model Answer(s):

Answers will differ according to farm and site specific procedures. The procedures should preferably be applicable to the crop produced at their place of work.

Instructions to learner:
Group activity – work in pairs

Learner Guide: Page 24 **Facilitator Guide: Page 14**

Visit the store on the farm where you work. Following farm procedures complete the following tasks:

1. Collect a requisition form.
2. Complete the document requesting an item that may be required on farm.
3. Acquire the necessary authorisation to order the item.
4. Complete the dispatch procedures and all necessary documentation.
5. Inspect the store to determine if the store has been arranged in such a manner to allow the application of the FIFO principals.
6. Release the approved inputs.
7. Update the stock documents.

Model Answer(s):
Answers will differ according to farm and site specific procedures. . The procedures should preferably be applicable to the crop produced at their place of work.

My Notes ...

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6**SO 6****Instructions to learner:**

Group activity

Learner Guide: Page 27**Facilitator Guide: Page 15**

Visit the store on the farm where you work. Inspect the facility for the following:

1. Check whether drums are correctly stores and packed.
2. Check expiry dates on items.
3. Check whether the items are correctly stored.
4. Are procedures in place that governs the release of items?
5. Is personnel acquainted with the relevant legislation?

Model Answer(s):

Answers will differ according to farm and site specific procedures. The procedures should preferably be applicable to the crop produced at their place of work.

7**SO 6****Instructions to learner:**

Group activity

Learner Guide: Page 48**Facilitator Guide: Page 15**

You are provided with the latest copy of the Occupational health and safety Act. Using this document, develop procedures that can be used on the farm to ensure that staff will adhere to.

Model Answer(s):

No answer provided depends on group specific.

Instructions to learner:

Group activity

Learner Guide: Page 50 Facilitator Guide: Page 16

In this activity you are to develop a maintenance schedule for tools, equipment and infrastructure for your place of work.

Use the following guidelines:

- Identify and list all the equipment used on farm.
- Obtain maintenance protocols or manuals for the equipment.
- From these identify the maintenance intervals for the equipment.

Design a schedule for maintenance (can be based on time intervals or use intervals)

Design a record for equipment that would enable you to identify when the equipment requires maintenance

Model Answer(s):

No definitive answer can be provided, as the maintenance requirements differ from one site to the next. However, a basic outline of what the schedule should contain and an equipment sheet is provided. Outline of the contents of a maintenance schedule:

A maintenance schedule should contain at least:

- *Service intervals for the equipment (provided as number of hours of use).*
- *The details of the service required.*
- *Determine where services should be done – could either be the agents or a trained person on farm.*
- *Details of minor maintenance that should be conducted after use or at set intervals (providing oil, changing a chain on a chain saw etc.)*
- *Details of what users should not attempt.*
- *Cleaning instructions.*
- *Contact details for the dealer or agent.*

An example of an equipment usage log:

Use LOG – XYZ Power blaster

Use Date	Check out by	Condition when taken	Time at check out	Time returned	Time used (hours)	Total number of hours used to date

Note to users: *Consult the manual or agents of the XYZ power blaster should defects be noticed. Do not under any circumstances disassemble the tool, as this will void the warranty. Please note the blaster must be serviced at the agents at 50-hour intervals.*

Instructions to learner:
Group activity

Learner Guide: Page 50 Facilitator Guide: Page 16

Visit the store on the farm where you work. From the equipment logs identify the equipment which is used mostly on the farm.

Determine the type of maintenance that the equipment requires as well as the servicing intervals and cleaning procedures.

Source other workshops that could maintain defects on equipment as well as those that are capable of servicing the equipment.

Model Answer(s):
Non-provided, group and site specific answers are expected.

My Notes ...

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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:	116321	NQF Level:	4
Learner Name:			

Questions	Model Answers
1. Name the (5) five basic, generic principals of quality of the stock that must be adhered to.	<ul style="list-style-type: none"> • Shelf Life • Open containers • Unlabelled containers • Product safety • Product specifications
2. Name the steps to be taken to identify a substitute pesticide used on a farm	<ul style="list-style-type: none"> • Contact a pesticide dealer registered with ACDASA. • Ask for trade names of other compounds with the same mode of action. • Request copies of pesticide's labels. • From the label determine: <ol style="list-style-type: none"> 1. Whether the pesticide is registered for the crop and pest it is required for. 2. Determined the active ingredient content of the pesticide. 3. If the AI content differs, determine the dosage rate. 4. Determine if any additional adjuvant will have to be added. 5. If adjuvant must be added, determine if this may influence the pre harvest interval. 6. Determine the cost of application. 7. Discuss with the farm manager to ensure the product will be acceptable. 8. Order or purchase.

Questions	Model Answers																																				
<p>3. What is meant by segregation of inputs in a store?</p>	<ul style="list-style-type: none"> Separating different stocks from one another to prevent possible contamination of the different inputs. 																																				
<p>4. Discuss the rules regarding stacking of drums in a store.</p>	<table border="1"> <thead> <tr> <th>Container type</th> <th>Number of layers allowed on a base plate</th> <th>Number of packages allowed on a pallet</th> </tr> </thead> <tbody> <tr> <td>Steel drums = 200 l</td> <td>1</td> <td>3-4</td> </tr> <tr> <td>Steel drums < 200 l</td> <td>2</td> <td>3-4</td> </tr> <tr> <td>Fibre drums = 200 l</td> <td>1</td> <td>3</td> </tr> <tr> <td>Fibre drums < 200 l</td> <td>2</td> <td>3</td> </tr> <tr> <td>Plastics drums = 200 l</td> <td>1</td> <td>2</td> </tr> <tr> <td>Plastics drums , 200 l</td> <td>2</td> <td>2</td> </tr> <tr> <td>Paper bags</td> <td>4-5</td> <td>3</td> </tr> <tr> <td>Plastics bags</td> <td>4-5</td> <td>3</td> </tr> <tr> <td>Fibre case containing tins</td> <td>4-6</td> <td>3-4</td> </tr> <tr> <td>Fibre case containing soft packages</td> <td>4-6</td> <td>2</td> </tr> <tr> <td>Wooden cases</td> <td>2-4</td> <td>3-4</td> </tr> </tbody> </table>	Container type	Number of layers allowed on a base plate	Number of packages allowed on a pallet	Steel drums = 200 l	1	3-4	Steel drums < 200 l	2	3-4	Fibre drums = 200 l	1	3	Fibre drums < 200 l	2	3	Plastics drums = 200 l	1	2	Plastics drums , 200 l	2	2	Paper bags	4-5	3	Plastics bags	4-5	3	Fibre case containing tins	4-6	3-4	Fibre case containing soft packages	4-6	2	Wooden cases	2-4	3-4
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<p>5. What are the major aspects of stacking inputs in a store?</p>	<ul style="list-style-type: none"> Stock should be arranged to use the oldest first ("first in - first out" principle) and to prevent obsolete stock from accumulating. Containers should be arranged to minimise handling and thus avoid mechanical damage giving rise to leaks. Floor spaces should be clean and clearly marked (1-m wide) passages between shelves or stacks that permit easy inspection and allow free airflow. When using shelves for smaller items, always place dry formulations (powders, granules and gels) on the upper shelves, and the liquids at the bottom. Climbing on pesticide containers to reach other containers should not be allowed as damaged or corroded metal drums can easily give way under a person's weight. Containers should not be placed directly on the floor but rather onto dunnage (construction of brocks and timber allowing for a gap between the timber and 																																				

Questions	Model Answers
	<p>floor).</p> <ul style="list-style-type: none"> • Dry formulations should be kept in boxes to avoid caking. • Where the chemicals are packed in glass, these should also be kept in boxes to prevent breakages. • Stacks on pallets should not exceed a height of 107 cm.
<p>6. What are the main functions of a store supervisor on a farm?</p>	<ul style="list-style-type: none"> • A store supervisor or manager does not necessarily take part directly in a stocktaking • It is the task of the manager to design a stocktaking schedule and to implement the schedule. • The schedule can be made up of all three types of events, but these will not be implemented simultaneously.
	<ul style="list-style-type: none"> • The manager will determine the number of full stocktakings required during a season. • It may be sufficient to do a full stocktaking once during the season, whereas cyclical stocktaking may be required on a regular basis for fertilisers and pesticides during the active growing season, or periods where pest management is required. • Different farms, sites and industries will have different policies and requirements concerning stocktaking. • It is important that the manager implements these policies and ensures all employees follow them. • Once stocktaking has been conducted, the manager compares the stocktaking records with the actual stock records. • These may be paper copies or electronic, if the farm uses electronic systems.
<p>7. What is meant by the FIFO system</p>	<ul style="list-style-type: none"> • A stock rotation system, which requires the inputs that are bought first, must be used first.
<p>8. What are the three main Acts that should be adhered to in the storage of pesticides?</p>	<ul style="list-style-type: none"> • Pesticide registration act • Occupational health And safety act • Regulations regarding transport of hazardous goods.
<p>9. From a stock management perspective, discuss the concept of minimum stock levels.</p>	<ul style="list-style-type: none"> • Stores need to have sufficient stock to maintain requirements, but not so much that there is a stock build up. The best way of ensuring an appropriate level of stock is to use an efficient stock ordering and maintenance system. • By planning stock orders, the problems of too much or too little stock can be minimised. Factors such as what, how much and when to order stock must be considered so that it arrives in time to fulfil the need.

Questions	Model Answers
<p>10. From a stock management perspective, discuss the concept of stock rotation</p>	<ul style="list-style-type: none"> Rotating stock means moving old stock to the front of a shelf and placing "fresh" stock behind this stock. Using this system means that the old stock is issued first, preventing the build up of outdated stock. This principle is called <u>First In First Out (FIFO)</u>.
<p>11. What the major responsibilities of an agricultural input manager are with regards the various Acts and regulations that pertain to agricultural inputs?</p>	<ul style="list-style-type: none"> It is the responsibility of the supervisor or manager to ensure that staff complies with these Acts. The supervisors or managers must know the content of the regulations as it is their responsibility to ensure that the requirements of these acts are fulfilled on the farm by providing relevant training, equipment, adequate infrastructure and correct safety equipment. Where a supervisor finds a problem regarding any of these issues, it must be reported in writing. A farm should have procedures and documents in place to ensure that these reports can be officially documented and records kept. Once a formal complaint has been logged, ensure that you keep a copy of the documentation as proof that you have made such a complaint. Develop a schedule for store inspections to check if the goods are correctly stored. Develop a schedule to test the staff on the legislation that applies to them.

My Notes ...

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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>