

**Identify the Major Categories
of Ornamental Plants
Assessment Guide**

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CANDIDATE DETAILS

Candidate Name: _____	
Contact Details:	Physical Address: _____
Identity Number _____	
Tel: _____	Email: _____
Assessor Name: _____	
Tel: _____	Email: _____
Moderator Name: _____	
Tel: _____	Email: _____
Physical Address: _____	
Tel: _____	

Declaration:

I, _____ (assessor) hereby declare that the information contained in the attached documentation is, to my knowledge, correct and valid.

Candidate

signature _____

Date

Assessor

signature _____

Date

Moderator

signature _____

Date

UNIT STANDARD**TITLE****Identify the Major Categories of Ornamental Plants****UNIT STANDARD NUMBER: 119689****UNIT STANDARD LEVEL: NQF 1****CREDITS: 6****FIELD: Agriculture and Nature Conservation****SUB FIELD: Horticulture****ISSUE DATE: 2006-02-09****REVIEW DATE: 2009-02-09**

PURPOSE OF THE UNIT STANDARD

This standard is aimed at people who work in or intend to work within the Horticulture industry in general and as applied in a specific environment.

Those learners who acquire the outcomes of this standard will be able to identify and recognise the characteristics of commonly used plants.

The qualifying learner is able to:

- Categorise the major types of trees and identify ten of these.
- Categorise the basic types of shrubs and identify fifteen of these.
- Categorise the different types of groundcovers and identify five of these.
- Categorise different types of bedding plants and identify ten of these.
- Categorise the different types of herbaceous plants and identify ten of these.

LEARNING ASSUMED TO BE IN PLACE

Demonstrate knowledge of communication and Numeracy at Abet level 3.

Continued on next page

Specific Outcomes and Assessment Criteria:**Specific Outcome 1**

Categorise the major types of trees and identify ten of these.

Outcome Range:

- Common evergreen and deciduous trees found in the workplace.
- Size of tree, deciduous or evergreen, root activity, flowering, fruits, frost tolerance, water requirements.

Assessment Criteria

1. Explain the difference between deciduous and evergreen trees.
2. Identify ten common trees that are found in the workplace.
3. Describe the growth habits of the ten identified trees.

Specific Outcome 2

Categorise the basic types of shrubs and identify fifteen of these.

Outcome Range:

- Understand the different types of shrubs.
- Common deciduous and evergreen shrubs found in the workplace.
- Size of shrub, flowering season, root activity, frost tolerance, water requirements.

Assessment Criteria

1. Explain the difference between deciduous and evergreen shrubs.
2. Identify fifteen common shrubs that are found in the workplace.
3. Describe the growth habits of the fifteen identified shrubs.

Specific Outcome 3

Categorise the different types of groundcovers and identify five of these.

Outcome Range:

- Understand the different types of groundcovers and their uses.
- Common groundcovers found in the workplace.
- Vigorous nature, sun or shade or both, water requirements, pruning requirements, frost tolerance.

Assessment Criteria

1. Recognise different types of groundcovers.
2. Identify five common groundcovers that are found in the workplace.
3. Describe the growth habits of the five identified groundcovers.

Specific Outcome 4

Categorise the different types of bedding plants and identify ten of these.

Outcome Range:

Size of annuals, flowering period, flower colours, shade or sun or both, frost tolerance, water requirements, common annuals found in the workplace, plants that die within a year – during this period they germinate, flower, set seed and die.

Assessment Criteria

1. Explain the growth habits, characteristics and requirements of various annuals.
2. Identify ten bedding plants that are found in the workplace.
3. Describe the growth habits of the ten identified annuals.

Specific Outcome 5

Categorise the different types of herbaceous plants and identify ten of these.

Outcome Range:

Common herbaceous plants in the workplace.

Vigorous nature, size of plants, flowering periods, flower colours, texture of leaves. Plants that normally flower for a season, but whose rootstock are perennial, some varieties should be divided up every 3 or 4 years, depending on the density of growth.

Assessment Criteria

1. Categorise the different types of herbaceous plants.
2. Identify ten common herbaceous plants that are found in the workplace.
3. Describe the growth habits of the ten identified herbaceous plants.

Unit Standard Accreditation and Moderation Options

1. Internal moderation.
2. External moderation.
3. Moderation of assessment will be overseen by the relevant ETQA, according to the moderation guidelines in the relevant qualification the agreed ETQA procedures.
4. Internal assessment.
5. External assessment with the relevant registered/accredited industry body/ETQA.
6. An Assessor accredited by the relevant ETQA, will assess the Learner's competency.
7. Formative and summative assessment of qualifying Learners against this unit standard should be in alignment with the requirements of the NSB.
8. Practical assessment activities will be used that are appropriate to the contents in which the qualifying Learners are working.
9. Assessment will include self and peer assessment, practical and oral assessment, observations, questions and answers, etc.
10. Direct observation is required in simulated or actual work conditions.
11. Reporting skills are demonstrated by effective communication, using verbal and/or writing skills.
12. Assessments are to be structured to include formative and summative component, as well as the submission of a Portfolio of Evidence.
13. The assessment should ensure that all the specific outcomes, critical cross-field outcomes and embedded knowledge are assessed.
14. Specific outcomes must e assessed in their own right, through oral and practical evidence and cannot be assessed by observation only.
15. Essential embedded knowledge must be assessed in their own right, through oral and practical evidence and cannot be assessed by observation only.
16. Special outcomes and essential embedded knowledge must e assessed in relation to each other.
17. If qualifying Learners are able to explain the essential embedded knowledge, but are unable to perform the specific outcomes, then they should not be assessed as competent.
18. If qualifying Learners are able to perform specific outcomes, but are unable to explain the essential embedded knowledge, they should not be assessed as competent.
19. Evidence of the specified critical cross-field outcomes should be found, both in performance and in essential embedded knowledge.
20. Ass assessment activities must be fair, so that all Learners have equal opportunities. Activities must be free of gender, ethnic or other bias.
21. This unit standard can be assessed together with any other relevant registered unit standard.

Embedded Knowledge

Embedded knowledge is reflected within the assessment criteria of each specific outcome and must be assessed in its own right, through oral and written evidence. Observation cannot be the only assessment.

Critical Cross Field Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made – **specific outcomes 1, 2, 3, 4 and 5.**
- Work effectively with others as a member of a team, group, organisation or community. **Specific outcome embedded in the learning for this level of learner.**
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information. **Specific outcomes 1, 2, 3, 4 and 5.**
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation. **Specific outcome embedded in the learning for this level of learner.**
- Use science and technology effectively and critically, showing responsibility toward the environment and health of others. **Specific outcomes 1, 2, 3, 4 and 5.**
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. **Specific outcomes 1.**

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ASSESSMENT STRATEGY

UNIT STANDARD TITLE	Identify the major categorise of ornamental plants	UNIT STANDARD NUMBERS	119689
LEVEL	NQF Level 1	TOTAL CREDIT VALUE	6
TARGET GROUP	<p>This standard is aimed at people who work in or intend to work within the Horticulture industry in general and as applied in a specific environment.</p> <p>Those learners who acquire the outcomes of this standard will be able to identify and recognise the characteristics of commonly used plants.</p> <p>The qualifying learner is able to:</p> <ul style="list-style-type: none"> ▪ Categorise the major types of trees and identify ten of these. ▪ Categorise the basic types of shrubs and identify fifteen of these. ▪ Categorise the different types of groundcovers and identify five of these. ▪ Categorise different types of bedding plants and identify ten of these. ▪ Categorise the different types of herbaceous plants and identify ten of these. 		

Context of Assessment	The Purpose of the Assessment
	<p>Range Addressed</p> <p>The range covered, refers to all the specific outcomes and assessment criteria as outlined by the unit standard.</p> <p>Candidates produce evidence that he/she can identify at least fifty plants and is able to define trees, shrubs, groundcovers, herbaceous plants, annuals and recognise their characteristics.</p>

	Assessment Approach
	<p>Assessment is focused on the applied competence of the learner and the relevant unit standard determines the assessment criteria.</p> <p>Summative Assessment This is a summative assessment and assesses Candidates taking part in the National Certificate in Ornamental Horticulture Learnership at NQF Level 1.</p> <p>RPL This assessment may also be used to assess Candidates for RPL purposes</p> <p>Diagnostic The results from this assessment can also be used for the purpose of Gap Fill training and will assist in the development of the Workplace Skills Plan.</p> <p>Rating Learners are rated "Competent" or "Not Yet Competent".</p>

Assessment Instruments	
Types of Evidence	Assessment Method
Direct	Observation to determine practical competence. Questioning by means of an oral or written test to determine foundational and reflective competence.
Assessment Conditions	
<p>The collection of evidence for the purposes of this assessment will take place in either the candidate’s natural work environment or in the classroom. The candidate will be expected to perform basic pruning procedures as stipulated by the Unit Standards specific outcomes, range statements and assessment criteria.</p>	

	<p data-bbox="405 293 735 331">Assessment Team</p> <hr/> <p data-bbox="405 405 1070 443">The assessment team consists of the following:</p> <ul data-bbox="443 517 1289 712" style="list-style-type: none"><li data-bbox="443 517 927 555">▪ Evidence Collection Facilitator<li data-bbox="443 573 628 611">▪ Assessor<li data-bbox="443 629 1289 667">▪ Internal Moderator (20% of all portfolios are moderated)<li data-bbox="443 685 1257 723">▪ External Moderator (20% of portfolios are moderated) <hr/> <p data-bbox="405 775 884 813">Special Assessment Needs</p> <hr/> <p data-bbox="405 875 1374 1070">Special needs are dealt with in the Assessment Preparation Interview. Should the candidate present any special needs requests, the assessment will be adjusted, provided that the fairness, validity and reliability of the assessment are not compromised.</p> <p data-bbox="405 1144 1390 1294">In addition the knowledge test may be administered as a verbal or written assessment depending on the confidence and language levels of the candidates.</p>
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ASSESSMENT PROCESS

The Steps:	How:
<p>Prepare for the Assessment</p>	<p>1. Review this assessment guide to:</p> <ul style="list-style-type: none"> ▪ Ensure that you understand all the requirements of the assessment in terms of evidence required to prove competence. ▪ Validate the assessment instruments against the candidate’s context. ▪ Ensure that you have familiarised yourself with all the policies and procedures referred to in the assessment guide. <p>2. Identify and prepare the candidate for the assessment by:</p> <ul style="list-style-type: none"> ▪ Conducting the “Assessment Preparation Interview, Sheet” where all the details regarding the assessment are discussed and agreed to by all parties. <p>OR</p> <ul style="list-style-type: none"> ▪ Provide the candidate with a letter detailing all the specifications covered in the “Assessment Preparation Interview Sheet.”
<p>Conduct Assessment</p>	<p>1. Review the assessment plan with the candidate.</p> <p>2. Collect the evidence in accordance with the instrument requirements.</p> <p>Please note that the checklist covers the following:</p> <p><u>Observation</u> This assessment collects all the practical competencies as outlined by specific outcome, assessment criteria and range statements within the unit standard..</p> <p><u>Knowledge Questioning</u> This assessment covers all the foundational and reflective competencies as outlined by the specific outcomes, range statements and assessment criteria within the unit standard and may be conducted as a written or oral test.</p> <p>Gather, record and make judgments on all the evidence.</p>

The Steps:	How:
<p>Make assessment Decision</p>	<ol style="list-style-type: none"> 1. Make assessment decision and discuss the results with the learner in a face-to-face interview. 2. Ensure that your feedback is developmental and supportive in nature. 3. Advise the candidate on what action to follow in the event of a “Not-Yet-Competent”. 4. Advise the candidate on what action to take where he/she feels the need to appeal your decision. 5. Allow the candidate time to provide you with feedback relevant to the process. 6. Ensure the candidate counter-signs the “Assessment Decision” to indicate his/her agreement to the feedback and overall score. 7. Record the candidate’s feedback in this guide and ensure that it is provided to the person responsible for the quality assurance of assessment tools. 8. Handle any disputes and identify matter that requires contingency planning.
<p>Review the Assessment Process</p>	<p>Complete the “Assessment Review” documents and submit to the assessment co-ordinator.</p>

Assessor Signature		Date	
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ASSESSMENT CONFIRMATION

Dear : _____ (Candidate
Name & Surname)

This serves as a confirmation that your “**Assessment Preparation Interview**” will be conducted on the _____(date) at _____(venue).

We will discuss:

- The purpose of the assessment.
- The date, time and venue of your assessment.
- The context of the NQF.
- And select the Unit Standard against which you will be assessed.
- The credit value, level, of the unit standard against which you will be assessed.
- The assessment procedure.
- The assessment methods to be used in your assessment.
- How the evidence will be collected.
- What evidence you are required to present on the day, whether direct, historical or indirect.
- Your special requirements, whether medical or personal, that will affect the assessment procedure.
- And agree to feedback procedures.
- The moderation process.
- Appeals procedure.
- Agree to and sign the assessment plan.

Please do not hesitate to contact me should you have any further queries.

Thank you

Assessor Signature	_____	Date	_____
Candidate Signature	_____	Date	_____

ASSESSMENT PREPARATION INTERVIEW SHEET

	√	X	Contingency
<p>_____, your assessment will be conducted at(time) on the(day) of(month) 200...(year) at(venue).</p> <ul style="list-style-type: none"> <i>(Allow the candidate to provide alternative dates, times or venues, where feasible.)</i> 			
<p>I will briefly explain the context of the NQF to you, to ensure that you understand the reasons for the assessment being conducted in this manner.</p>			
<p>You will be assessed against Unit Standard No: Identify the major categories of ornamental plants @ NQF Level :1</p>			
<p>The Unit Standard is worth 6 credits <i>(Where the assessment is not based on an NQF Standard, please explain to the candidate that this field will not be completed.)</i></p>			
<p>In order to determine your competence levels, we will be conducting the assessment using various methods:</p> <p>You will be required to produce the following evidence in order to demonstrate your competence:</p> <ul style="list-style-type: none"> <i>(Explain the evidence requirements in terms of the assessment criteria.)</i> <i>(Explain what documentary evidence the candidate should produce on the day of the assessment, i.e. historical evidence, indirect evidence.)</i> <p><u>Observation</u> This activity requires the candidate to identify ten common evergreen and deciduous trees, fifteen shrubs, five groundcovers, ten annuals, ten herbaceous plants commonly found in the workplace as outlined by specific outcomes 1, 2, 3, 4 and 5 and the relevant assessment criteria and range statements.</p>			

	√	X	Contingency
<p><u>Knowledge Questionnaire</u></p> <ul style="list-style-type: none"> - This covers all the specific outcomes, range statement and assessment criteria as outlined by the unit standard. 			
<p>Please provide us with details regarding any special needs you may have.</p> <ul style="list-style-type: none"> • <i>(Explain to the candidate that these special needs may be of a medical or personal nature, e.g. requiring an interpreter, making provision for guide dogs, etc.)</i> • <i>(Explain to the candidate that these needs will be catered for, within the parameters of assessment validity, fairness, and reliability.)</i> 			
<p>You will be provided with detailed feedback regarding your performance on(date) by means of</p> <p><i>(Explain methods, i.e. written, interview.)</i></p> <ul style="list-style-type: none"> • <i>(Explain how and when feedback will be provided – indicate to the candidate, at which intervals feedback will be provided, using the assessment instrument.)</i> • <i>(Explain the Moderation Process.)</i> 			
<p>In the event that you are rated “Not-Yet-Competent”, you will be entitled to one (1) re-assessment opportunity.</p> <ul style="list-style-type: none"> • <i>(Explain the re-assessment procedure in terms of remedial coaching, etc.)</i> 			
<p>You are entitled to lodge an appeal should you not be in agreement with the assessor’s decision.</p> <ul style="list-style-type: none"> • <i>(Explain the appeals procedure to the candidate...see appeals procedure attached.)</i> 			
<p>Your assessment results will be forwarded to the following departments:</p> <ul style="list-style-type: none"> • <i>(Advise candidate of rights in terms of confidentiality agreements.)</i> • <i>(Advise candidate of storage procedures.)</i> 			

	√	X	Contingency
<p>You will be afforded an opportunity to provide the assessor with feedback regarding the assessment procedure, to assist us in improving our assessment practices.</p> <ul style="list-style-type: none"> <i>(Advise candidate that the Assessor Review Document should be returned, together with the signed Assessment Decision Form (this is where you would acknowledge feedback provided by the Assessor))</i> 			

Candidate's declaration of understanding

I herewith declare that I am ready for the assessment and that we have reviewed the assessment plan. I understand the assessment process and am happy that the assessment will be conducted in a fair manner.

Assessor Signature	_____	•	Date	_____
Candidate Signature	_____		Date	_____

COMPETENCE JUDGEMENT

OVERALL COMPETENCE RECORD

Candidate		Assessor	
Venue		Date	
Unit Standard	Identify the major categories of ornamental plants		

Evidence evaluation	Relevant	Valid	Authentic	Consistent	Current	Sufficient
Observation Checklist						
Knowledge Questionnaire Checklist						

EVIDENCE SUMMARY

TYPES OF EVIDENCE	ASSESSMENT METHODS	FEEDBACK	REQUIREMENTS MET	
			YES	NO
DIRECT	OBSERVATION			
DIRECT	KNOWLEDGE QUESTIONNAIRE			

ADDITIONAL FEEDBACK FROM ASSESSOR

ASSESSMENT DECISION

The candidate has submitted evidence that is valid, relevant, current, sufficient and authentic against the listed specific outcomes and covered all range statements. (Yes/No)	
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The candidate is competent in all the assessment criteria listed. (Yes/No)	
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The candidate is not yet competent in the following criteria:	The following items needed some corrective action or improvement:

RE-ASSESSMENT DECISION

The candidate has submitted additional evidence that was required. The evidence is valid, relevant, sufficient and authentic against the listed specific outcomes and covered all range statements. (Yes/No)	
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The candidate is competent in all the assessment criteria listed. (Yes/No)	
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Assessor's name, surname and signature	Date

Declaration by candidate
I,declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment decisions and have no further questions relating to this particular assessment process.

.....
Candidate	Date	Assessor	Date
		Moderator	Date