

**Apply Health and Safety
Principles in Horticulture
Assessment Guide**

TABLE OF CONTENTS

	Document	Page Number
Assessment Details		
1	Candidate Contact Details	2
Assessment Guidelines		
2	Unit Standard: Apply Health and Safety Principles in Horticulture	3
3	Assessment Strategy	9
4	Assessment Process	13
5	Assessment Confirmation	15
6	Assessment Preparation Interview Sheet	16
7	Competence Judgement (Overall Competence Record)	19
8	Assessment Decision (Motivation)	20
9	Appeals Application	21
10	Assessment Review (Candidate and Assessor)	22
11	Instructions to the learner	23
Assessment Instruments		
12	Observation Checklist	35
13	Knowledge Questions Checklist	36
Additional Documentation		
13	Assessment Design Document	41

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****Apply Health and Safety Principles in Horticulture****UNIT STANDARD NUMBER: 119707****UNIT STANDARD LEVEL: NQF 1****CREDITS: 3****FIELD: Agriculture and Nature Conservation****SUB FIELD: Horticulture****ISSUE DATE: 2006-2-09****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 demonstrate an understanding of the personal health and safety principles to be used in the workplace.

The qualifying learner is able to:

- Explain the relevant sections of the health and safety act that affect learners in the workplace.
- Demonstrate an understanding the duties and responsibilities of employers to provide a safe working environment.
- Explain the duties and responsibilities of employees.
- Demonstrate an understanding the requirements for the safe transporting of staff and equipment.
- React in an emergency situation.

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**

Explain the relevant sections of the health and safety act that affect learners in the workplace.

Outcome Range:

- Occupational Health and Safety Act (OHS), industry safety practices.

Assessment Criteria

1. Explain the importance of following safety procedures.
2. Describe the provisions of the OHS that affect the horticultural industry.

Specific Outcome 2

Demonstrate an understanding of the duties and responsibilities of employers to provide a safe working environment.

Outcome Range:

Health and safety checks, reduce dangers and hazards, preventative measures, employee training, provide information on health and safety, Personal Protective Equipment (PPE), adherence to the OHS Act, safety committee/officer, equipment in safe and good working condition, vehicles maintained, drivers licences, safety signage..

Assessment Criteria

1. Detail the requirements necessary for a safe working environment.
2. Describe the measures that must be taken to maintain a safe working environment.
3. Identify and explain 3 examples of each of the following signs/symbols that are found in the workplace – information signs/symbols, instructional signs/symbols, fire prevention signs/symbols and warning signs/symbols.

Specific Outcome 3**Explain the duties and responsibilities of employees.****Outcome Range:**

All PPE available for safe performance of work, report unsafe situations, defective or unsafe equipment, know the safe and correct operation of equipment, good housekeeping, cleaning, safe storage of equipment and facilities.

Assessment Criteria

1. List the Protective Personal Equipment (PPE) to be used in the workplace.
2. Describe the safe use of equipment used in the workplace.
3. Explain the care and maintenance of PPE and equipment used in the workplace.
4. Identify the hazards in the work environment.
5. Explain the reporting procedures for health and safety hazards.
6. Explain the importance of good housekeeping.

Specific Outcome 4**Demonstrate an understanding of the requirements for the safe transporting of staff and equipment.****Outcome Range:**

Roadworthy vehicles, vehicles are not overloaded, large equipment on a separate vehicle, staff to be seated when vehicles are moving, tools and equipment are securely stored, speed must be relative to the driving surface, avoid hazards, stones, tree stumps and holes.

Assessment Criteria

1. Describe the condition and state of vehicles to be used for the transporting of staff or equipment.
2. Explain the requirements for the safe transporting of staff.
3. Describe the loading of large and small equipment on vehicles.

Specific Outcome 5

React in an emergency situation.

Outcome Range:

Safety of others, personal safety, first aid, fire prevention, evacuation drill, safety and emergency reporting.

Assessment Criteria

1. Explain the points to be considered in an emergency situation.
2. Demonstrate the basic first aid to be used in an emergency situation.
3. Demonstrate the use of fire fighting equipment in the relevant emergency situation.

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 outcome 2, 4 and 5.
- Work effectively with others as a member of a team, group, organisation or community. Specific outcome 5.
- Organise and manage oneself and one's activities responsibly and effectively. Specific outcome 2, 4 and 5
- Collect, analyse, organise and critically evaluate information. Specific outcome 1, 2, 4 and 5.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation. Specific outcome 3 and 5.
- Use science and technology effectively and critically, showing responsibility toward the environment and health of others. Specific outcome 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 outcome 1, 4 and 5.

All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.

ASSESSMENT STRATEGY

UNIT STANDARD TITLE	Apply Health and Safety Principles in Horticulture	UNIT STANDARD NUMBERS	119707
LEVEL	NQF Level 1	TOTAL CREDIT VALUE	3
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 demonstrate an understanding of the personal health and safety principles to be used in the workplace.</p> <p>The qualifying learner is able to:</p> <ul style="list-style-type: none"> • Explain the relevant sections of the health and safety act that affect learners in the workplace. • Demonstrate an understanding of the duties and responsibilities of employers to provide a safe working environment. • Explain the duties and responsibilities of employees. • Demonstrate an understanding of the requirements for the safe transporting of staff and equipment. • React in an emergency situation. 		

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 grow on and care for seedlings.</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 demonstrate first aid to be used in an emergency situation, demonstrate the use of fire fighting equipment to be used in the relevant emergency situation and answer all the knowledge questions as stipulated by the Unit Standards specific outcomes, range statements and assessment criteria.</p>	

	<p>Assessment Team</p> <p>The assessment team consists of the following:</p> <ul style="list-style-type: none"> ▪ Evidence Collection Facilitator ▪ Assessor ▪ Internal Moderator (20% of all portfolios are moderated) ▪ External Moderator (20% of portfolios are moderated) <p>Special Assessment Needs</p> <p>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>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>
--	--

ASSESSMENT PROCESS

The Steps:	How:
Prepare for the Assessment	<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.”
Conduct Assessment	<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 requires the candidate to demonstrate basic first aid to be used in an emergency situation and use fire fighting equipment in the relevant emergency situation outlined by specific outcome 5 as well as the relevant assessment criteria and range statements.</p> <p><u>Knowledge Questioning</u> This assessment covers all the specific outcomes, range statements and assessment criteria as outlined by 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-coordinator.</p>

Assessor Signature		Date	
--------------------	--	------	--

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: Apply Health and Safety Principles in Horticulture @ NQF Level :1</p>			
<p>The Unit Standard is worth 3 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> Covers all the practical competence as outlined by the specific outcomes, assessment criteria and range statement of the unit standard.</p> <p><u>Knowledge Questionnaire</u> Covers all the foundational competence as outlined by the specific outcomes, range statement and</p>			

	√	X	Contingency
assessment criteria of 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>(Explain methods, i.e. written, interview.)</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	Apply Health and Safety Principles in Horticulture		

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)	
---	--

The candidate is competent in all the assessment criteria listed. (Yes/No)	
--	--

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)	
--	--

The candidate is competent in all the assessment criteria listed. (Yes/No)	
--	--

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
-----------	------	----------	------	-----------	------

APPEALS APPLICATION

Candidate		Application Date	
Assessor		Assessment Date	
Assessment Venue			

Unit Standard against which you were assessed	Apply Health and Safety Principles in Horticulture		
	Number 119707	NQF Level 1	Credits 3

What was the purpose of the assessment?	
Explain how you were assessed?	
List the reasons why you disagree with the assessment decisions.	
Which one of the following options could resolve the matter?	<input type="checkbox"/> <i>Another Assessor</i> <input type="checkbox"/> <i>Different Assessment Instrument</i> <input type="checkbox"/> <i>Different Assessment Method</i> <input type="checkbox"/> <i>Different Venue for Assessment</i> <input type="checkbox"/> <i>Different Time</i>
List any special needs you may have.	

Candidate signature _____ Date _____

Moderator signature _____

Date _____

ASSESSMENT REVIEW

Candidate		Assessor	
Venue		Review date	
Unit standard	Apply health and safety principles in horticulture		
Review Dimension	ASSESSOR	CANDIDATE	ACTION
The principles/criteria for good assessment were achieved.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practicable.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements were made against set requirements.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment were functional.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and assessment plan was adjusted.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeals was given.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
CANDIDATES DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid			
----- Candidate	----- Date	----- Assessor	----- Date
		----- Moderator	----- Date

INSTRUCTIONS TO THE LEARNER

Your assessment is divided into two parts.

In the **practical assessment activity** the assessor will ask you to:

- Perform basic first aid.
- Use fire fighting equipment to put out a fire.

After your practical assessment, the assessor will administer either a written or oral **knowledge test** and you can choose whether you want to answer the questions verbally or in writing.

- This assessment test is made up of 15 questions.
- Before answering the questions, take your time and read each question carefully to make sure that you understand the question.
- Please make sure that you answer all the questions.
- There is no time limit so you can take as long as you need to complete the questions.
- The assessor will contact you within the next five days to give you feedback on your assessment.

Knowledge Questions

Candidate	
Venue	
Assessor	
Score	
Percentage	

Questions

1. Why is it important to follow safety procedures?

Questions

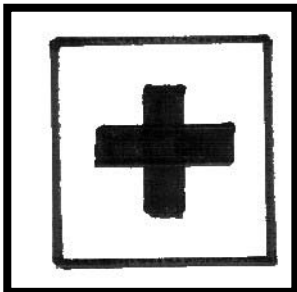
2. Describe how the requirements of the OHS affect the horticultural industry.

3. What are the requirements for a safe working environment?

Questions

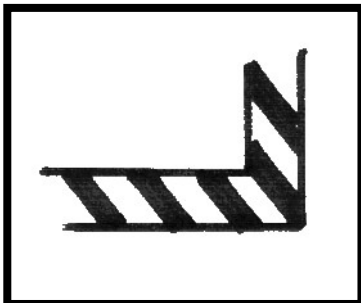
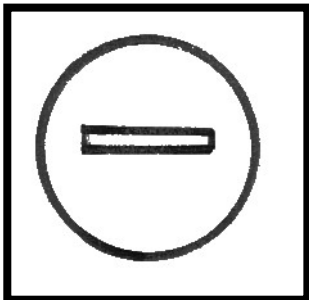
4. What do you need to do to maintain a safe working environment?

5. Name the signs that follow and explain what they mean?



Questions

**EMERGENCY
COLLECTION POINT**



Questions



Questions

6. List the Protective Personal Equipment (PPE) that must be worn in your workplace.

7. What must you do to make sure that you are safely using equipment in your workplace?

Questions

8. Explain how you would care for and maintain your PPE and equipment.

9. Name some of the hazards you could find in the workplace.

Questions

10. Explain how you would report health and safety hazards in your workplace.

11. Why is good housekeeping important?

Questions

12. Describe the condition and state that a vehicle needs to be in, if it is to be used for the safe transporting of staff or equipment.

13. What will you do to make sure that staff, are transported safely?

Questions

14. Describe how you will load large and small equipment onto vehicles.

15. Explain the points you must think about in an emergency situation.

ASSESSMENT

INSTRUMENT

OBSERVATION CHECKLIST

Candidate Name & Surname		Assessor Name & Surname	
Venue		Time	
Title	Apply Health and Safety Principles in Horticulture	Unit Std No	119707

S/O	A/C	Items Criteria / Evidence Requirements	Yes	No	Comment
5. React in an emergency situation.	Did the candidate correctly:				
	5.2.	<ul style="list-style-type: none"> Demonstrate basic first aid to be used in an emergency situation? 			
	5.3	<ul style="list-style-type: none"> Demonstrate the use of fire fighting equipment to be used in an emergency situation? 			

KNOWLEDGE QUESTIONS CHECKLIST

Candidate Name & Surname		Assessor Name & Surname	
Venue		Time	
Title	Apply Health and Safety Principles in Horticulture	Unit Std No	119707

S/O	A/C	Questions Criteria / Evidence Requirements	Candidates Response	Candidate is Competent or Not Yet Competent
1. Explain the relevant sections of the health and safety act that affect learners in the workplace.	1.1.	1. Why is it important to follow safety procedures?		
	1.2.	2. Describe how the requirements of the OHS affect the horticultural industry?		
2. Understand the duties and responsibilities of employers to provide a safe working	2.1.	3. What are the requirements for a safe working environment?		
	2.2.	4. What do you need to do to maintain a safe working environment?		

S/O	A/C	Questions Criteria / Evidence Requirements	Candidates Response	Candidate is Competent or Not Yet Competent
environment.	2.3	5. Identify and explain 3: <ul style="list-style-type: none"> • Information signs/symbols. • Instructional signs/symbols. • Fire prevention signs/symbols. • Warning signs/symbols. 		
3. Explain the duties and responsibilities of employees.	3.1.	6. List the Protective Personal Equipment (PPE) that must be worn in your workplace.		
	3.2.	7. What must you do to make sure that you are safely using equipment in your workplace?		
	3.3.	8. Explain how you would care for and maintain your PPE and equipment.		
	3.4.	9. Name some of the hazards you could find in the workplace.		

S/O	A/C	Questions Criteria / Evidence Requirements	Candidates Response	Candidate is Competent or Not Yet Competent
<p>3. Explain the duties and responsibilities of employees.</p>	<p>3.5.</p>	<p>10. Explain how you would report health and safety hazards in your workplace.</p>		
	<p>3.6.</p>	<p>11. Why is good housekeeping important?</p>		
<p>4. Understand the requirements for the safe transporting of staff and equipment.</p>	<p>4.1.</p>	<p>12. Describe the condition and state that a vehicle needs to be in if it is to be used for the safe transporting of staff and equipment.</p>		
	<p>4.2.</p>	<p>13. What will you do to make sure that staff, are transported safely.</p>		
	<p>4.3.</p>	<p>14. Describe how you will load large and small equipment onto vehicles.</p>		

S/O	A/C	Questions Criteria / Evidence Requirements	Candidates Response	Candidate is Competent or Not Yet Competent
5. React in an emergency situation.	5.1.	15. Explain the points you must think about in an emergency situation.		

Aligned with Unit Standard:

Unit Standard Title :	Apply health and safety principles in horticulture.
NQF Level :	1
Credits :	3
Purpose :	This unit standard is for people employed within the Ornamental Horticulture and landscaping industry who need to demonstrate an understanding of the personal health and safety principles to be used in the workplace.
Learning assumed to be in place	Demonstrate knowledge of communication and Numeracy at Abet level 3.

Practical Competence (Specific Outcomes)	Foundational Competence (Knowledge)	Reflective Competence
<p>1. Explain the relevant sections of the health and safety act that affect learners in the workplace.</p>	<p>1.1. Explain the importance of following safety procedures. 1.2. Describe the provisions of the OHS that affect the horticultural industry.</p> <p>Range: Occupational Health and Safety Act (OHS), industry safety principles.</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
<p>2. Demonstrate an understanding of the duties and responsibilities of employers to provide a safe working environment.</p>	<p>2.1. Detail the requirements necessary for a safe working environment. 2.2. Describe the measures that must be taken to maintain a safe working environment. 2.3. Identify and explain 3 examples of each of the following signs/symbols that are found in the workplace:</p> <ul style="list-style-type: none"> • Information signs/symbols. • Instructions signs/symbols. • Fire prevention signs/symbols. • Warning signs/symbols. <p>Range :</p>	<ul style="list-style-type: none"> ▪ Identify and solve problems in which responses display the responsible decisions using critical and creative thinking have been made. ▪ Organise and manage oneself and one's activities responsibly and effectively ▪ Collect, analyse, organise and critically evaluate information. ▪ Use science and technology effectively and critically, showing responsibility towards the environment and health of others.

Practical Competence (Specific Outcomes)	Foundational Competence (Knowledge)	Reflective Competence
	Health and safety checks, reduce dangers and hazards, preventative measures, employee rating, provide information on health and safety, personal protective equipment (PPE), adherence to the OHS Act, safety committee/officer, equipment in safe and good working conditions, vehicles maintained, drivers licences, safety signage.	
<p>3. Explain the duties and responsibilities of employees.</p> <p>3.4. Identify hazards in the work environment.</p>	<p>3.1. List the protective personal equipment (PPE) to be used in the workplace.</p> <p>3.2. Describe the safe use of equipment used in the workplace.</p> <p>3.3. Explain the care and maintenance of PPE and equipment used in the workplace.</p> <p>3.5. Explain the reporting procedures for health and safety hazards.</p> <p>3.6. Explain the importance of good housekeeping.</p> <p>. Range: All PPE available for safe performance of work, report unsafe situations,</p>	<ul style="list-style-type: none"> ▪ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentations. ▪ Use science and technology effectively and critically, showing responsibility towards the environment and health of others.

Practical Competence (Specific Outcomes)	Foundational Competence (Knowledge)	Reflective Competence
	defective or unsafe equipment, know the safe and correct operation of equipment, good housekeeping, cleaning, safe storage of equipment and facilities.	
<p>4. Demonstrate an understanding of the requirements for the safe transporting of staff and equipment.</p>	<p>4.1. Describe the condition and state of vehicles to be used for the transporting of staff or equipment.</p> <p>4.2. Explain the requirements for the safe transporting of staff on vehicles.</p> <p>4.3. Describe the loading of large and small equipment on vehicles.</p> <p>Range:</p> <p>Roadworthy vehicles, vehicles are not overloaded, large equipment on a separate vehicle, staff to be seated when vehicles are moving, tools and equipment are securely stored, speed must be relative to the driving surface, avoid hazards, stones, tree stumps and holes.</p>	<ul style="list-style-type: none"> ▪ Identify and solve problems in which responses display the responsible decisions using critical and creative thinking have been made. ▪ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentations. ▪ Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
<p>5. Reaction in an emergency situation.</p>	<p>5.4. Explain the points to be considered in an emergency situation.</p>	<ul style="list-style-type: none"> ▪ Identify and solve problems in which responses display the responsible decisions using critical and creative thinking have been made.

Practical Competence (Specific Outcomes)	Foundational Competence (Knowledge)	Reflective Competence
<p>5.2. Demonstrate the basic first aid to be used in an emergency situation.</p> <p>5.3. Demonstrate the use of fire fighting equipment to be used in the relevant emergency situation.</p>	<p>Range: Safety of others, personal safety, first aid, fire prevention, evacuation drill, safety.</p>	<ul style="list-style-type: none"> ▪ Work effectively with others as a member of a team, group, organisation or community. ▪ Organise and manage oneself and one's activities responsibly and effectively. ▪ Collect, analyze, organise and critically evaluate information. ▪ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentations. ▪ Use science and technology effectively and critically, showing responsibility towards the environment and health of others. ▪ Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

S/O	A/C	Evidence Required	Sources of Evidence	Assessment Method	Bloom Level
1	1 – 2	<ul style="list-style-type: none"> ▪ Explain the importance of following safety procedures. ▪ Describe the provisions of the OHS that affect the horticultural industry.. 	Workplace safety procedures. Occupational Health and Safety Act (OHS) Industry safety practices	Knowledge questionnaire	Blooms Cognitive Domain – Comprehension level
2	1 – 3	<ul style="list-style-type: none"> ▪ Detail the requirements necessary for a safe working environment. ▪ Describe the measures that must be taken to maintain a safe working environment. ▪ Identify and explain 3 examples of each of the following signs/symbols that are found in the workplace: <ul style="list-style-type: none"> ▪ Information signs/symbols. ▪ Instructional signs/symbols. ▪ Fire prevention signs/symbols. ▪ Warning signs/symbols. 	Workplace health and safety checks. Workplace preventative measures to reduce dangers and hazards. Employee rating. Safety committee/officer. Personal protective equipment. Equipment. Safety signage. OHS Act.	Activity – Identify signs/symbols that are found in the workplace. Knowledge questionnaire	Blooms Cognitive Domain – Application level

S/O	A/C	Evidence Required	Sources of Evidence	Assessment Method	Bloom Level
3	1 – 6	<ul style="list-style-type: none"> ▪ List the protective personal equipment to be used in the workplace. ▪ Describe the safe use of equipment in the workplace. ▪ Explain the care and maintenance of PPE and equipment used in the workplace. ▪ Identify the hazards in the workplace. ▪ Explain the reporting procedures for health and safety hazards. ▪ Explain the importance of good housekeeping. 	<p>All PPE available for safe performance of work. Workplace procedures. Reporting procedures. Defective or unsafe equipment.</p>	<p>Knowledge questionnaire</p>	<p>Blooms Cognitive Domain – Comprehension level</p>
4	1 - 3	<ul style="list-style-type: none"> ▪ Describe the conditions and state of vehicles to be used for the transporting of staff or equipment. ▪ Explain the requirements for the safe transporting of staff or vehicles. ▪ Describe the loading of large and small equipment on vehicles. 	<p>Vehicles. OHS Act.</p>	<p>Knowledge questionnaire</p>	<p>Blooms Cognitive Domain – Comprehension level</p>

S/O	A/C	Evidence Required	Sources of Evidence	Assessment Method	Bloom Level
5.	1 -3	<ul style="list-style-type: none"> ▪ Explain the points to be considered in an emergency situation. ▪ Demonstrate the basic first aid to be used in an emergency situation. ▪ Demonstrate the use of fire fighting equipment to be used in the relevant emergency situation. 	First aid kit. Workplace evacuation drill. Fire fighting equipment.	Activity – <ul style="list-style-type: none"> • Apply basic first aid in an emergency situation. • Demonstrate the use of fire fighting equipment to be used in the relevant emergency situation. Knowledge questionnaire	Blooms Cognitive Domain – Application level