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| Course Name | National Certificate: Mixed Farming Systems  NQF 2 (129 Credits)  SAQA ID: 48977 |
| Module Name | Module 1: Farm Management  Learner PoE Workbook |
| Module Code | 7001 |
| Version No | 1 (February 2020) |
| Status | Complete |
| Unit Standards | 116115; 119454; 119456; 116126; 116113; 116122; 116080; 12444; 7469; 116083 |
| NQF Level | 2 |
| Credits | 27 |

**LEARNER PoE WORKBOOK**

**FARM MANAGEMENT**

# Portfolio of Evidence

|  |  |
| --- | --- |
| **Learner name and surname** |  |
| **Learner ID number or alternative ID** |  |
| **Learner telephone number** |  |
| **Date of submission** |  |
| **Return address for the Portfolio of Evidence** |  |
| **Manager or Supervisor’s Name** |  |
| **Contact details** |  |
| **Special needs** |  |

I hereby declare that the assessment process as contained in this guide was discussed with me and that I agree to be assessed on these principles

**Learner Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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# ASSESSMENT OVERVIEW

## Assessment Instruments

**Formative Assessment**

The Formative Assessment consists of assignments at the end of each chapter in the Learner POE Workbook for you to complete and submit as part of your Portfolio of Evidence. These activities have been designed around the specific outcomes of your unit standards, and will assist in showing areas where you may need more help, as well as where your strengths are. Upon completion of these tests, submit them as your Formative Assessment.

**Summative Assessment**

The Summative assessment is the assignment and or project to be completed after the contact session and is attached to this page. The Summative assessment must often be completed in consultation with your Line Manager / Coach. You may also consult with work colleagues. This is not “cheating” and it is the responsibility of the line-manager or coach to ensure that the project you have tackled is realistic and that the assignment adds value to yourself (in terms of your learning) and to the organisation.

Please note that the questions asked in the Summative assessment may not deal DIRECTLY with the outcomes listed in the unit standards linked to the assignment. It is your responsibility, as you complete the assignment, and the formative assessment, to ensure that you provide the assessor with sufficient evidence of competence against ALL the outcomes of the programme provided.

The recommended process of learning and applying your learning is as follows:

1. Workshop/ Contact time: Deepen your knowledge in the subject area and explore how the theories, concepts and ideas apply to your role within the organisation. Ask questions and share ideas with other learners.
2. Formative Assessment: Upon completion of the workshop, complete and collate all the activities, case studies and exercises that were covered during the workshop (including additional ones provided by the facilitator)*.*
3. Summative Assessment: Draft an outline of the assignment answer; check it against the unit standard outcomes and assessor guidelines. Ensure that all the outcomes have been covered in your assignment and/or the formative assessment. Now complete the final draft of your assignment.

**Portfolio of Evidence**

Your portfolio of evidence is the combination of the Formative and Summative assessment. It is critical that you keep a copy of the whole portfolio as the assessor’s comments will refer to specific page numbers of the portfolio.

INSTRUCTIONS TO THE LEARNER**:**

1. This Learner POE Workbook is designed to assist you in compiling your Portfolio of Evidence.
2. Learners must comply with the following Code of Conduct during facilitation sessions:

* Learners will abide by the time frames for training as contracted with them by the facilitator/assessor.
* Learners will sign the attendance register on each day of training.
* Learners must complete the **Learner Registration Form** and evaluate the training after completion on the **Learner Feedback Form**.
* Learners that are assessed to obtain credits towards a qualification, have to sign the assessment contract and have to complete all assessments as instructed by the assessor.
* If a learner cannot attend the training/assessment opportunity, the reasons for his absence must be registered with the responsible person(s) of the contracted client.
* Learners will treat each other and the facilitator with respect during the training/assessment opportunity.
* Learners must ensure that cell phones must be switched off during training.

1. Ensure that you initial every page of your Portfolio of Evidence in the space provided on the bottom of each page. This is important to ensure authenticity.
2. Learner must sign all documents required in sections A and D.
3. ALL formative and summative activities must be completed in order to be deemed competent against the unit standard.
4. The declaration of Authenticity form MUST be signed and if evidence was collected in group activities, it should be declared on this form.
5. The learner must take note that he/she will have three assessment opportunities to show competence against the outcomes of the unit standard.
6. The learner must make himself aware of the Re-assessment and Appeals Procedure.

# CV and CERTIFIED COPY OF ID of Learner

**Complete the CV below or attach a copy of your own CV.**

|  |  |
| --- | --- |
| **NAME AND SURNAME** |  |
| **HIGHEST SCHOOL QUALIFICATION** |  |
| **OTHER QUALIFICATIONS** |  |
| **POSITION IN ORGANISATION** |  |
| **HOW LONG HAVE YOU BEEN IN THIS POSITION** |  |
| **GIVE A BRIEF DESCRIPTION OF YOUR WORK EXPERIENCE:** | |
| **SIGNATURE** |  |

# PRE-ASSESSMENT

**MEETING CHECKLIST**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner** |  | **Unit Standard Number** |  | | **Credits** |  |
| **Assessor** |  | **Unit Standard Title** |  | | **Level** |  |
| **Moderator** |  | | | | | |
| **N0** | **Points to be Covered** | | | | | **** |
| 1 | Welcome the Learner and put them at ease. | | | | |  |
| 2 | Explain the purpose and objectives of the meeting. | | | | |  |
| 3 | Provide clear explanations of the key elements and implications of standards based assessments within the context of the NQF. | | | | |  |
| 4 | Explain the assessment process and the principles of good assessment practice. | | | | |  |
| 5 | Explain the roles and responsibilities of the Learner, assessors and moderators. | | | | |  |
| 6 | Explain the Learner’s rights, discuss the appeal process and reassessment policies. | | | | |  |
| 7 | Provide Learner with a copy of the relevant unit standard and criteria against which they will be assessed. | | | | |  |
| 8 | Discuss and identify any special assessments needs of the Learner. | | | | |  |
| 9 | Identify and eliminate any unfair barriers e.g. language, disabilities. | | | | |  |
| 10 | Discuss the evidence requirements with the Learner, and agree on evidence the Learner must submit. | | | | |  |
| 11 | Explain and agree the best assessment methods, instruments and activities to be used | | | | |  |
| 12 | Ensure the assessment environment and activities are aligned with recognized codes of practice, health and safety procedures and standards operating procedures | | | | |  |
| 13 | Agree on an assessment schedule with the Learner, which reflects: assessment criteria, types of evidence to be collected, assessment methods, timing of assessments, sequence of activities, deadlines and arrangements for reviewing the assessment plan. | | | | |  |
| 14 | Discuss the importance of confidentiality of all information. | | | | |  |
| 15 | Discuss the moderation and certification process. | | | | |  |
| 16 | Give the Learner opportunity to seek clarification on any items discussed. | | | | |  |
| 17 | Provide the Learner with a copy of the assessment contract which is signed and safely stored away. | | | | |  |
| 18 | Explain how the learner will be supported during the assessment process. | | | | |
| **Declaration of understanding** | | | | | | |
| I am ready for the assessment. | | | | | |  |
| I declare that the points of the Pre-Assessment Meeting Checklist were explained by the assessor. | | | | | |  |
| I declare that I have received copies of the Unit standards, assessment plan/schedule and copies of the relevant policies and procedures pertaining to my assessment. | | | | | |  |
| **ASSESSOR’S SIGNATURE** | | | | **DATE** | | |
| **LEARNER’S SIGNATURE** | | | | **DATE** | | |

## Learner Assessment Contract

|  |  |
| --- | --- |
| Learner name: |  |
| Assessor name: |  |
| Unit standard assessed: | 116113,116115,12444,119454,116080,116126,116122,7469,119456,116083 |
| Date: |  |
| **Your rights as a learner:**   * You have the right to appeal against any judgement given as a result of any assessment. You must have a valid reason for doing this. * You have the right to an interpreter if you need one to perform this function. However, if one of the learning assumptions for the standard is that you are competent within the language of assessment you may not have an interpreter. * You can ask that an impartial observer attend any assessment. This observer may not take part in the assessment. * If you do not agree with the assessment you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external moderation on the assessment. If any verification upholds the assessment findings you will be held liable for all costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be liable for all cost of verification. * If you are found NOT YET COMPETENT, your assessor will encourage you to master the areas where you have not reached competency. You are required to arrange a new assessment date with the assessor. The assessor can only permit two re-assessments. If you as the learner has not reached competence after the three assessment attempts, your assessor may remove you from the programme and will direct you towards another learning path. | |
| **Confidentiality**  Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by learners, assessors and moderators. No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process. | |
| **Consent**  I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the learner, hereby state that I have read the above and understood the content thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan.  Learner Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Assessor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

# DECLARATION OF AUTHENTICITY

I, ............................................................................. (full names of learner), declare that the contents of this portfolio are entirely my own original work. I understand that any evidence I submit needs to be my own product and if evidence were found to be fake or a duplicate of another learner’s work, I may forfeit the opportunity to be assessed**.**

**The following are items or documents that are not entirely my own original work.**

|  |  |
| --- | --- |
| **Name of document** | **Page no/Section in portfolio** |
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**Signature of learner Date**

# ASSESSMENT PLAN

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task 1: Production systems and production management**  **US: 116115, 119454, 119456** | | **Competent** | **Not yet competent** | **Alignment** | **Initial assessor** |
| ***Activity 1: Knowledge*** | | | | | |
| 1 | Production Systems evaluation |  |  | 116115 SO 1 |  |
|  | Effect of agri-processes on the environment |  |  | 116115  SO 1 |
|  | Production management tasks |  |  | 116115  SO 1  SO 2 |
|  | Write for a defined context |  |  | 119456  SO1-4 |
| ***Activity 2: Practical Activities*** | | | | | |
| 2 | Setting goals |  |  | 116115  SO 4 |  |
|  | Management principles |  |  | 116115  SO 2 |
| ***Activity 3: Workplace activity*** | | | | | |
| 3 | Optimal usage of resources |  |  | 119454  SO1-4  116115  SO1 |  |
|  | Compile production plan |  |  | 119456  SO1-4  116115  SO 4 |
| **Task 2: Marketing in agriculture**  **US 116126** | |  |  |  |  |
| ***Activity 1: Knowledge*** | | | | | |
| 1 | Marketing research |  |  | 116126  SO 1 |  |
|  | Marketing budget |  |  | 116126  SO 3 |
|  | Marketing budget |  |  | 116126  SO 3 |
| ***Activity 2: Practical Activities*** | | | | | |
| 2 | Marketing Mix |  |  | 116126  SO 2 |  |
| ***Activity 3: Workplace Activity*** | | | | | |
| 3 | Compile marketing plan |  |  | 116126  SO1-4 |  |
| **Task 3: Human Resource Management in Agriculture**  **US 116113** | |  |  |  |  |
| ***Activity 1: Knowledge*** | | | | | |
| 1 | HR Policy |  |  | 116113  SO 1 |  |
|  | Basic Conditions of Employment Act |  |  | 116113  SO 2 |
|  | Policies on the farm |  |  | 116113  SO 2 |  |
| ***Activity 2: Practical Activities*** | | | | | |
| 2 | Employment contracts and agreements |  |  | 116113  SO 3 |  |
|  | Occupational Health and safety in the workplace |  |  | 116113  SO 4 |
| ***Activity 3: Workplace Activity*** | | | | | |
| 3 | Write a HR policy, job description. |  |  | 116113  SO1-3 |  |
| **Task 4: Control inputs and stock in an agri-business**  **US 116122** | |  |  |  |  |
| ***Activity 1: Knowledge*** | | | | | |
| 1 | Plan to receive inputs |  |  | 116122  SO 1 |  |
| ***Activity 2: Practical Activities*** | | | | | |
| 2 | Manage and record stock |  |  | 116122  SO 3 |  |
|  | Occupational health and safety |  |  | 116122  SO 4 |
|  | Labelling |  |  | 116122  SO 4 |
| ***Activity 3: Workplace Activity*** | | | | | |
| 3 | Inventory taking, completion of all records, re-ordering |  |  | 116122  SO 2 |  |
| **Task 5: Monitor, collect and collate agricultural data**  **US 116080, 12444** | |  |  |  |  |
| ***Activity 1: Knowledge*** | | | | | |
| 1 | Agricultural data |  |  | 116080  SO 1 |  |
|  | Sources of information |  |  | 116080  SO 1 |
|  | Health and safety |  |  | 116080  SO 4 |
| ***Activity 2: Practical Activities*** | | | | | |
| 2 | Collect, collate and present data |  |  | 116080  SO 1-3  12444  SO 1 - 2 |  |
|  | Interpret data from chart |  |  | 116080  SO 2 |
| ***Activity 3: Workplace Activity*** | | | | | |
| 3 | Gather, collate and record data on farm  Health and safety measures followed in process |  |  | 116080  SO1-4  12444  SO 1 - 2 |  |
| **Task 6: Financial Management**  **US 116083, 7469** | |  |  |  |  |
| ***Activity 1: Knowledge*** | | | | | |
| 1 | Income sources |  |  | 116083  SO 1 |  |
|  | Farming costs |  |  | 116083  SO 1 |
|  | Financial concepts |  |  | 116083  SO 1 |
|  | Owner’s equity |  |  | 116083  SO 1 |
|  | Cash flow budget |  |  | 116083  SO 1 |
|  | Calculate interest |  |  | 7469  SO 4 |
| ***Activity 2: Practical Activities*** | | | | | |
| 2 | Gross Margin Statement |  |  | 116083  SO 1 |  |
|  | Income statement |  |  | 116083  SO 3 |
|  | Budget |  |  | 116083  SO 3 |
|  | Financial statements for farm |  |  | 116083  SO 1-4  7469  SO 1-4 |  |

# Portfolio Activities

# **Task 1: Production systems and** production management

|  |  |
| --- | --- |
| **EXIT LEVEL OUTCOME 6:**  Set goals and objectives related to production/conversion systems within an agricultural business  **EXIT LEVEL OUTCOME 1:**  Apply various communication skills within the agricultural environment  **SAQA US ID: 116115**  Define and understand production systems and production management  Level 2 Credits 2  **SAQA US ID: 119454**  Maintain and adapt oral communication  Level 2 Credits 5  **SAQA US ID: 119456**  Write for a defined context  Level 2 Credits 5 | **Learning Unit: 1 Chapter 1**  **Purpose of Assessment Activity:**   * Determine knowledge gained on production systems, basic managerial tasks and the role of the production manager. * Determine skills acquired in compiling and interpreting a production plan as well as the managerial skills to manage the production plan * Determine applied competence by giving the learner the opportunity to compile and implement a production plan for his own farm. * Determine applied competence in communication skills, both verbal and written. |

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| ACTIVITY 1: Knowledge Activity |

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| --- | --- | --- | --- |
| **US no** | **SO**  **alignment** | **Activity question / instruction** | **Weight** |
| 116115 | 1 | **Production system evaluation** | 60 min |

1.1 Fill in the missing words

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| --- |
| **Production systems** involve the use of a variety of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_that  are employed to produce a crop of the highest possible standard in terms of  quantity, quality and size, in order to achieve\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Coordinating  the production systems require effective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

1.2 In the table below are three concepts. In the right hand column are definitions.

Match the concept with the correct definition writing the correct letter in the

column provided.

|  |  |  |
| --- | --- | --- |
| **A: Production**  **practices** | The management of production systems and production  practices. |  |
| **B: Production**  **Objectives** | The actions and processes carried out to achieve  production objectives, such as fertilisation, irrigation,  pest and disease control, pruning and harvest |  |
| **C: Production**  **Management** | Measured in term of yield (how much), export  percent  age, fruit size and external and internal quality |  |

1.3. Read the following case study and answer the questions that follow:

Case Study:

***Dumisani Matjabe recently bought a farm. The previous owner used to farm with Soya beans and potatoes. Dumisani does not want to grow these crops and has decided to grow pumpkins, cabbage and green beans instead. He is sure that if he grows a good crop he will be able to sell his produce.***

1.3:1. What is the likely scenario that Dumisani can expect, based on the knowledge

that she has of the market input relevant to her situation?

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1.3.2What do you think his return on his investment is likely to be?

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1.4. Consider the words below and sort them into the two categories in the table.

*Capital, Cattle, indigenous forest, management staff, mountain spring, seasonal labour for harvesting, seedlings, soil, soil, grassland, water*,

|  |  |
| --- | --- |
| **Fixed Resources** | **Mobile Resources** |
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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **US no** | **SO**  **Alignment** | **Activity question / instruction** | **Weight** |
| **116115** | **SO 1** | **Group Activity:** Investigating a farm situation for planning | **60 min** |

2.1 You have been divided up into small groups. Your task is to look at the piece of land identified, together with the production plan and assess the situation against the following questions:

Once you have discussed this in your group and decided, prepare a presentation to the rest of the group that answers all of these questions and, where appropriate, makes recommendations.

|  |  |  |
| --- | --- | --- |
| **QUESTION** | **YES** | **NO** |
| 1. Is the land of sufficient size to support the required plantings? |  |  |
| 2. Is the land located in the right climatic area to support the  desired varieties? |  |  |
| 3. Is the land free from this crop’s pests and diseases? |  |  |
| 4. Does the land have sufficient areas of the required soil  type and quality? |  |  |
| 5. Does the land have a sufficient supply of high quality  water (as required by the crop)? |  |  |
| 6. Is the land located close to sources of skilled and unskilled  labour? |  |  |
| 7. Is the land situated at an appropriate and manageable  distance from packing and transport facilities? |  |  |

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| 2.2 Use this space to draw a mind map of the key observations you would  like to present. |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| --- | --- | --- | --- |
| **US no** | **SO**  **alignment** | **Activity question / instruction** | **Weight** |
| **116115** | **SO 2**  **SO 3** | **Group Activity:** Investigating a farm situation for planning | 1. **min** |

3 .1 In your own words, explain why a production manager needs to be able to plan and list three activities that he would typically have to plan for.

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3.2 Explain the purpose of scheduling in a production environment.

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3.3 What do you think will happen if the person who is making decisions does it

without gathering as many facts as possible?

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3.4 What do you think will happen if the person who is a team leader is constantly

criticising and never seems to be pleased with anyone’s efforts?

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3.5 What are the 4 key ingredients for effective leadership?

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3.6 What do you think will happen if there is bad communication between staff and

management?

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3.7 Explain in your own words the steps in the decision making process.

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3.8 One of the departments on the farm has been experiencing major problems with the staff. They are often late for work, and the standards of working have dropped. The staff is behind in their scheduled tasks and although the manager has threatened them, the staff has not been willing to improve. The problem seems to have started after the supervisor and a manager had an argument about overtime. What do you think could be done to rectify the situation?

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4. **Study the article below. Write a short letter to RSA in which you request assistance as an emerging farmer. The letter should be structured in such a way that the RSA will clearly understand your needs. One of your group members must edit the letter.**

Emerging farmers in South Africa have been identified as an essential component required for growth in the agriculture sector. However, these small scale farmers require better access to commodity markets for the goods they produce and they require institutional and technical support in order to ensure that their farms become viable.  
   
With this in mind, RSA Market Agents (RSA) embarked on an innovative Emerging Farmers Project in February this year, aimed at empowering small scale farmers with the knowledge to market their goods effectively.   
   
The key purpose of the project is to capacitate emerging farmers by offering assistance with transport to markets, selling of fresh produce on municipal markets, arranging farm visits, administration assistance and queries, arranging market visits, monitoring and measuring turnover from emerging produce and assisting with market information and communication. Ultimately one of the objectives of this project is to increase sales on municipal markets and for the profits to flow back to the emerging farmers in order to make their businesses viable and sustainable.   
   
Group CEO of RSA, Mike Loutfie says small scale farmers lack vital expertise including technical, financial and business management skills, development strategies, adequate packaging and labelling and most importantly access to information and markets.   
   
"Over the past two years’ various strategies were discussed with market management and other stakeholders in an attempt to establish a joint venture to assist these farmers," said Loutfie. "In the end, RSA took the decision to launch this initiative alone in this year and the response from these farmers to date has been very rewarding."   
   
One of the first and most important steps was to appoint one of RSA’s successful salespeople, Vusi Mlambo, as the Marketing Extension Officer for the Emerging Farmer Project. Vusi’s main role is to identify the problems experienced by emerging farmers and then empower them with solutions and the expertise to make their farming venture a profitable and sustainable business.  Mlambo, who has been provided with a branded vehicle and GPS tracking, visits emerging farmers on a daily basis and provides weekly reports to RSA. These weekly reports form the basis for identifying problems which are then discussed with the RSA management team. Possible solutions are then provided to the farmers at the next visit.  
   
One of the key problems identified by Mlambo was a lack of transport to a wider market due to the farmer's limited understanding of the dynamics of how to market and distribute produce correctly.  "As a result many farmers sell their produce locally, making very little profit. Farming units that are too small to be economically viable are another issue which hinders the ability to expand and produce greater volumes and diversity in fresh produce," said Mlambo.   
   
Other challenges facing the emerging farmers include the lack of economically viable farms, poor government support, political issues and community dynamics. In addition, The Department of Agriculture has offered these farmers little advice on quality standards and as a result there is a dire need for education, together with improved methods of insect and disease control for crops and the risk factor associated with farming.   
   
Since the launch of the Emerging Farmers Project eight months ago, over 50 farms and community projects have been identified as requiring assistance and many of these farms have already shown an increased production capacity. Fresh produce currently being supplied includes green peppers, chilies, beans, spanspek, okra, butternut, gem squash, sugar cane, avocados and mangoes.   
   
“Although we are still in the early stages of this project, I feel we are already achieving positive results in that the emerging farmer has been exposed to a wider market thereby increasing his or her revenue. We are also currently communicating with other producer organisations who have similar projects in order to maximise our resources,” continues Loutfie.  
   
“I am confident that this project, together with the contribution offered by RSA Market Agents and other key role players,  will grow from strength to strength  and that the sales turnover from emerging farmers will, by early 2008 reach a monthly turnover of one million rand,” concludes Loutfie.

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
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| ACTIVITY 2: Practical Activity |

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| **US no** | **SO**  **Align-ment** | **Activity question / instruction** | **Weight** |
| 116115 | SO 4 | **2.1 Setting goals for your farm (Use template provided)**  Having a clear vision  Compiling a SWOT analysis  Setting long and short term goals | 180 min |
|  | SO 2 | **2.2 Egg Tower Exercise - GROUP**  This activity will be done in **small groups**:  Your **objective** is to build a paper structure that is strong enough to hold up an egg. The egg may not be attached to the tower in anyway – in other words, no glue, Presstick or similar materials may be used to ‘stick’ it onto the tower. You have 45 minutes to plan your project, after which you have twenty minutes to complete it. Before your planning time is up you must submit your resources list to your facilitator to ‘buy’ your resources. Your purchasing budget is R10. You must make sure that you ‘buy the materials you need within your budget and that you have all your resources ready before starting to build.  Discuss this objective in your group and use the notes below to record your application of management principles.   1. **Planning –** We will achieve our goal by taking the following steps:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. **Scheduling** – We have \_\_\_\_\_\_\_\_\_\_\_ minutes to complete out task. Our time will be allocated to specific components of the task as follows:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. **Organising** – The following team members will complete the following tasks:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. **Implementation** – We require the following resources to complete our task:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. **Coordination –** We know we are ready for the next person to fulfil the next task at the following points:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. **Monitoring: Half way through the plan:**   Are we still on track?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Are our original assumptions still valid?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Do we need to adjust my goals, timeframes or implementation process in some or other way?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 120 min |

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| ACTIVITY 3: Workplace Activity (Summative) | | | | | | | | | |
| **US no** | **SO**  **align-ment** | | **Activity question / instruction** | | | | | **Weight** |
| 119454  116115 | SO1-SO 4  SO 1 | | **3.1. Arrange an interview with a commercial farmer and obtain information about the following:**   * The concept of optimal usage of resources and optimisation of outputs * How the farmer has applied these principles on his farm? * Recommendations made with regards to own farm   Prepare an **interview schedule** before you conduct the interview. An interview schedule is a list of possible questions you would like to ask the person. Also ensure that there is enough space to make notes about the answer to each question. Insert the interview schedule in your POE as part of the evidence provided.  On completion of the interview, two things need to be done by you:   1. Summarize your findings in a structured document with headings and sub headings. 2. Ask the person with whom you conducted the interview to complete the following assessment document. It is important that both you and the relevant person sign and date the document. Insert in your POE as part of evidence that the task has been completed. | | | | | 20 hours |
| 116115  119456 | SO 4  SO 1-4 | | **3.2. Compile production plan**  Compile a production plan for your farm. You may use the templates provided as example in your Learner Guide.  Ensure that all the necessary areas are addressed in the production plan.  Do not simply do the activity for the sake of completing the course. The plan should be written as such that it can be implemented on your farm. | | | | | 46 hours |
| **First attempt** | | | | | **Second attempt** | | **Third attempt** | | | | |
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# Templates

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| **Visioning exercise**  With this exercise each of us will aim to establish a clear picture of our dream for our lives. As indicated we all have different dreams, some may be about things, some may be about a lifestyle, for others it may be mostly religious. The idea us to try and establish a holistic picture of what it is you want for your life – try and see it in multi-colour, smell it, feel it, touch it, see it.  The facilitator will ask you a few questions to help you create this 3D picture of your vision. Sit back and relax. Close your eyes and try to envisage the answer to the questions the facilitator asks you. Carefully think about it and try to create an image of the ideal situation you wish to have.  Write your vision down:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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## SWOT ANALYSIS

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| **STRENGTHS** | **WEAKNESSES** |
| **OPPORTUNITIES** | **THREATS** |

## GOAL SETTING

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| **Long-term goal:** | | | | |
| **Main strategy (how?):** | | | | |
| **Short-term objectives** | | | | |
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| **WHAT** | **ACTION** | **BUDGETED STANDARDS** | | **WHEN** |
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| WORKPLACE ACTIVITYINTERVIEW WITH FARMER (This document must be completed by the person with whom you conducted the interview) | | | | | | | |
| Please rate the person who conducted the interview on the following scale. Give feedback to the person on completion. Please sign the document. | | | | | | | |
|  |  | | **1- POOR** | **2- SATISFACTORY** | **3- GOOD** | **4- VERY GOOD** | **5- EXCELLENT** |
| 1 | Verbal language quality: tone of voice, volume, pitch, repetition and pace | | 1 | 2 | 3 | 4 | 5 |
| 2 | Types of questions used during the interview: who, what, when, where, how? | | 1 | 2 | 3 | 4 | 5 |
| 3 | Ability to sustain the interaction | | 1 | 2 | 3 | 4 | 5 |
| 4 | Opinions and conclusions made during the interview are justified by evidence | | 1 | 2 | 3 | 4 | 5 |
| 5 | Adapt speech to accommodate socio-cultural sensitivities | | 1 | 2 | 3 | 4 | 5 |
| 6 | Opinions are expressed in ways that reflects respect. | | 1 | 2 | 3 | 4 | 5 |
| 7 | Use of difficult words | | 1 | 2 | 3 | 4 | 5 |
| 8 | Organise and present information in a focused and coherent manner. | | 1 | 2 | 3 | 4 | 5 |
| 9 | Own points of view and ideas are presented coherently | | 1 | 2 | 3 | 4 | 5 |
| **General Comments** | | | | | | | |
| **Signature (farmer) Date** | | **Signature (interviewer) Date** | | | | | |

# Task 2: Marketing in Agriculture

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| **EXIT LEVEL OUTCOME 7:**  Apply knowledge of the marketing principles within agriculture for a specific product or service.  **SAQA US ID: 116126**  Apply marketing principles in agriculture  Level 2 Credits 2 | **Learning Unit 1 Chapter 2**  **Purpose of Assessment Activity:**   * Determine knowledge and skills in the practical application of marketing principles in agriculture. * Determine knowledge on the value of marketing research. * Understanding of the marketing mix and the marketing process. |

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| ACTIVITY 1: Knowledge Activity |

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| **US no** | **SO**  **align-ment** | **Group Activity:** | **Weight** |
| 116126 | SO 1 (AC 1-6) | **Group Activity: Discuss and draw a Flowchart of your**  **discussions** | 60 min |

1 Draw a flow chart detailing the market research process, including who is

responsible for each step, and what kind of management report is generated at each

step.

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1.2 Why is marketing research important for the farmer?

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1.3 Explain in your own words why it is important to budget for market research

specifically,

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1.4 How will you as the farmer be able to use the research information to your advantage?

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## Template of the Marketing Mix

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| **PRICE** | **PLACE** |
| **PRODUCT** | **PROMOTION** |

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| ACTIVITY 2: Practical Activity |

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| **US no** | **SO**  **align-ment** | **Activity question / instruction** | **Weight** |
| 116126 | SO 2 | **2.1. Marketing Mix**  **The following tables gives an overview of the elements of the marketing mix that a farmer should consider when compiling a marketing plan.**   |  | | --- | | **Product**   * Size * Packaging * Product differentiation * Individual special product needs |  |  | | --- | | **Place (Distribution channels)**   * Road * Train * Air * Co-op distribution system * Export agent |  |  | | --- | | **Price**   * Consignment * Market selling price * Cost plus basis * Enter market at very low price * High price-no competition |  |  | | --- | | **People**   * How many do I need to achieve the requirements of the market? |   **The following information describes a possible scenario that a farmer may face. Taking the elements of the marketing mix into consideration; describe what you would plan in terms of marketing your product(s). Please make sure that you address each component.**  You are a vegetable farmer and your farm is situated 50 kilometres from an urban area. Your farm can be reached by road transport. You bought a bakkie to sell your vegetables at the Farmer’s Market on Saturdays at the nearest town. Your vegetables are in demand at the market, because good quality fresh produce is difficult to find in stores in town.  The problem is that your supply of vegetables exceeds the demand, which means that you have to throw away 30% of your crop, because you were not able to sell it.  You decide to make a plan to make sure that all your vegetables are sold and your profit increases.  Write your plan down, taking every “P” of the marketing mix into consideration. | 120 min |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| ACTIVITY 3: Workplace Activity (Summative) |

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| **US no** | **SO**  **align-ment** | **Activity question / instruction** | **Weight** |
| 116126 | SO 1-4 | 3.1. Compile a marketing plan for your own farm.  Guidelines are given to assist you in what should be addressed in the plan. Ensure that your plan is practical and can be implemented on your farm.  The following aspects should be addressed in your plan:   **Target Market** - Briefly mention your target market for your product(s), including any important demographics.   Industry **Trends** - Are there any industry trends that would affect your marketing strategy (such as major growth or decline in your specific industry within certain markets)?   **Goal(s)** - What is the goal of your marketing efforts? What do you want to accomplish? Make your goals specific and measureable.   **Strategies** - In a general sense, how do you plan to reach your goals?   **Yearly Marketing Budget** - Simply include your predetermined marketing budget, so you know what you have to work with when planning out your marketing tactics.   **Marketing Mix** - Here's where you'll tackle the 4 Ps of Marketing.   * **Product (or service)** - Simply mention what your product / service is. What is it that you're marketing? A tool? A professional service? Information? * **Price** - How will the pricing model of your products/services factor into your marketing? Will you sell with a low price on a value principle? A high price to target a luxury market? * **Placement (also referred to as distribution)** - Placement means where you will physically or figuratively "place" your products or services, to make them visible to your target market. Which distribution channels will you use to transport your product? * **Promotion -** Give a very general overview of how you intend to promote your products or services. How will you build your brand?    **Top 3 Competitors** - Who are the top three competitors that you need to position yourself against? Keep things as realistic as possible. Who's competing against you in the most direct sense?   **Your Strengths** - What are your particular strengths which might help you position yourself against your competitors?   **Your Weaknesses** - What are your weaknesses, or potential barriers to positioning yourself against your competitors? (Everyone has them.) For example, are you new to the industry? Do you have a smaller product line? etc. You may want to revisit the SWOT analysis you conducted in Chapter 1. | 12 hours |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
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# Task 3: Human Resources Management in Agriculture

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| **EXIT LEVEL OUTCOME 9:**  Describe and understand the principles of Human Resources Management as applied.  **SAQA US ID: 116113**  Explain principles of HR management and practices in agriculture.  Level 2 Credits 2 | **Learning Unit 1 Chapter 3**  **Purpose of Assessment Activity:**   * Demonstrate knowledge acquired with regards to the content and relevance of an HR policy in agriculture. * Demonstrate knowledge with regards to labour legislation and the application of the legislation in the workplace. * Demonstrate applied competence with regards to the interpretation of contracts and agreements applicable in the workplace. * Demonstrate applied competence in the enforcing of health and safety principles. |

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| ACTIVITY 1: Knowledge Activity |

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| **US no** | **SO**  **align-ment** | **Activity question / instruction** | **Weight** |
| 116113 | SO 1 | * 1. **Read the case study below and answer the questions:**   Thabo has been working for Farmer Ntsela for about six months as a farm worker. Farmer Ntsela is a vegetable farmer. One day he asks Thabo to spray the vegetables with pesticide. Farmer Ntsela was a very stingy person and did not buy his workers protective gear to do their work safely. He insisted that Thabo spray the pesticide without the required protective equipment. Thabo knew that this was wrong and demanded to get the necessary equipment to do the job safely or he will not do the job.  Farmer Ntsela became very angry and threatened to fire Thabo if he does not do the job.   * + 1. Why does this farm need an HR policy?  |  | | --- | |  | |  | |  | |  | |  | |  | |  |  * + 1. Explain who you think is the party which is wrong in this case.  |  | | --- | |  | |  | |  | |  |  * + 1. What would you advise Thabo to do in this instance?  |  | | --- | |  | |  | |  | |  | |  | |  | |  |  * + 1. What advice would you give Farmer Ntsela?  |  | | --- | |  | |  | |  | |  | |  | |  | |  | | 30 min |
| 116113 | SO 2 | * 1. **Study the Basic Conditions of Employment Act and answer the following questions:**      1. What kind of hours do you think a tractor driver would be expected to work?  |  | | --- | |  |  * + 1. What are your rights as a tractor driver regarding meal breaks?  |  | | --- | |  | |  |  * + 1. What are your rights as tractor driver regarding sick leave?  |  | | --- | |  | |  |  * + 1. What are the legal normal work hours expected from a tractor driver?  |  | | --- | |  | |  |  * + 1. Should a tractor driver be paid a different wage if he works overtime, on public holidays and on Sundays?  |  | | --- | |  | |  | | 60 min |
| 116113 | SO 2 | * 1. **In the diagram below are various possible policies that should be in place on your farm. What procedures do you think is necessary to make these policies work on your farm?**  |  |  | | --- | --- | | **Policy** | **Procedure** | | **Skills Development** |  | | **Employment Equity** |  | | **Injured on duty** |  | | **Health and safety** |  | | 60 min |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| ACTIVITY 2: Practical Activity |

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| **US no** | **SO**  **align-ment** | **Activity question / instruction** | **Weight** |
| 116113 | SO 3 | **2.1. Employment contracts and agreements**  Look at the Employment Contract below and answer the following questions:   * + 1. Do you think the contract with Thabo is fair? Explain your answer with reasons. You should look at aspects like working hours, remuneration, leave, sick leave etc.  |  | | --- | |  | |  | |  | |  | |  | |  |   2.1.2. If the farmer requests Thabo to drive a tractor, what would you advise Thabo to do?   |  | | --- | |  | |  | |  | |  | |  | |  |   2.1.3. If you look at the example in question 1.1.; will Thabo have a case against his employer if he reports him to the CCMA? Why?   |  | | --- | |  | |  | |  | |  | |  | |  |   2.1.4. Do you think that the description of the farm worker’s duties as set out in the contract is sufficient?   |  | | --- | |  | |  | |  | |  | |  | |  |   2.1.5. What would you add in terms of the worker’s job description and why?   |  | | --- | |  | |  | |  | |  | |  | |  | | 60 min |
| 116113 | SO 4 | * 1. **Occupational health and safety in the workplace**   2.2.1 **Look** at the pictures below and explain why health and safety is important in the workplace.  Delivery Boy  **[Lightning strikes man - nearly](http://www.guy-sports.com/funny/funny_electric_safety_pictures.htm)**  **[Funny safety picture - changing a prop shaft](http://www.guy-sports.com/humor/videos/safety_powerpoint_presentation.htm)**   |  | | --- | |  | |  | |  | |  |   2.2.2 What legislation do we have in South Africa to ensure safety in the workplace?   |  | | --- | |  | |  | |  | |  | |  | |  |  * + 1. Identify areas on the farm where health and safety is important.  |  | | --- | |  | |  | |  | |  | |  | |  |  * + 1. What safety equipment is needed on a farm?  |  | | --- | |  | |  | |  | |  | |  | |  |  * + 1. Why is personal hygiene important on a farm?  |  | | --- | |  | |  | |  | |  | |  | |  | | 60 min |

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| **EXAMPLE**  **Employment Contract: Farm Workers**  Entered into between: herein after referred to as "the employer")   |  |  | | --- | --- | | **Name &  Address of employer:** | Maldeck Farming  PO Box 123  Farmville |   (herein after referred to as "the employee")   |  |  | | --- | --- | | **Name &  Address of employee:** | Thabo Sehloho  123 Dorpstreet |   **1. Commencement** This contract will begin on **1 February 2010** and continue until terminated as set out in clause 4.  **2. Place of work**  **3. Job description**  Job Title: **General Farm Worker**  **Duties:**   * Cleaning of all equipment and buildings * Feeding animals * Repairing fences * Checking animals once a day and administering medicine where necessary * Assist in loading animals for abattoir   **4. Termination of employment** (See Guidelines 1 and 2) During the first four weeks of employment either party can terminate this agreement with one week written notice. After four weeks of employment either party can terminate this agreement with four weeks written notice. In the case where an employee is illiterate notice may be given by that employee verbally.  **5. Wage** (See Guidelines 3 and 4)   |  |  |  | | --- | --- | --- | | 5.1 | The employees wage shall be paid in cash on the last working day of every week and shall be: | R 303.84 | | 5.2 | The employee shall be entitled to the following allowances/payment in kind: | R\_\_\_\_\_\_\_\_ | | 5.2.1 | A weekly/monthly transport allowance of | R\_\_\_\_\_\_\_\_ | | 5.2.2 | 5 Meals per week to the value of | R100 | | 5.2.3 | Accommodation per week to the value of | R100 | | 5.3 | The total value of the above remuneration shall be | R503.84 | |  | *(The total of clauses 5.1 to 5.2.3)*  *(Modify or delete clauses 5.2.1 to 5.2.3 as needed)* |  |   5.4 The employer shall review the employee’s salary/wage once a year.  **6. Hours of work (See Guideline 5)** 6.1 Normal working hours will be from 7 a.m. to5 p.m. on Mondays to Fridays  6.2 Overtime will only be worked if agreed upon between the parties from time to time. 6.3 The employee will be paid for overtime at the rate of one and a half times his/her total wage as set out in clause 5.3.  **7. Meal Intervals (See Guideline 6)** The employee agrees to a lunch break of one hour. Lunchtime will be taken from12h00 to 13h00 daily.  **8. Sunday work** (See Guideline 7) Any work on Sundays will be by agreement between the parties from time to time. Payment for working on Sunday (see guideline 7).  **9. Public Holidays** (See Guideline 8) The employee will be entitled to all official public holidays on full pay. If an employee does not work on a public holiday, he/she shall receive normal payment for that day. If the employee works on a public holiday he/she shall be paid double.   **10. Annual Leave** (See Guideline 9) 10.1 The employee is entitled to10 days paid leave after every 12 months of continuous service. Such leave is to be taken at times convenient to the employer and the employer may require the employee to take his/her leave at such times as coincide with that of the employer.   **11. Sick leave** (See Guideline 10) 11.1 During every sick leave cycle of 36 months the employee will be entitled to an amount of paid sick leave equal to the number of days the employee would normally work during a period of six weeks. 11.2 During the first six months of employment the employee will entitled to one day’s paid sick leave for every 26 days worked. 11.3 The employee is to notify the employer as soon as possible in case of his/her absence from work through illness.  **12. Maternity leave** (See Guideline 11) (Tick the applicable clauses in the space provided).   |  |  | | --- | --- | | 15.1 | The employee will be provided with accommodation for as long as the employee is in the service of the employer, and which shall form part of his/her remuneration package | | 15.2 | The accommodation may only be occupied by the worker, unless prior arrangement with the employer. | | 15.3 | Prior permission should be obtained for visitors who wish to stay the night. However where members of the employees direct family are visiting, such permission will not be necessary. |   **16. Clothing** Two sets of uniforms/protective clothing will be supplied to the employee by the employer and will remain the property of the employer.  **18. General** Any changes to this agreement will only be valid if they are in writing and have been agreed and signed by both parties.  THUS DONE AND SIGNED AT Farmville ON THIS 1stDAY OF February 2010. EMPLOYER  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  EMPLOYEE   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Witnesses:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  After it has become ready for harvesting, unless the employer pays the farm worker for such crops the amount they have agreed upon.   **2. Procedure for termination of employment**  Whilst the contract of employment makes provision for termination of employment, it must be understood that the services of an employee may not be terminated unless a valid and fair reason exists and fair procedure is followed. If an employee is dismissed without a valid reason or without a fair procedure, the employee may approach the CCMA for assistance. Pro-rata leave and severance pay might be payable. In the event of a farm worker being unable to return to work due to disability, the employer must investigate the nature of the disability and ascertain whether or not it is permanent or temporary. The employer must try to accommodate the employee as far as possible for example, amending or adapting their duties to suit the disability. However, in the event of it not being possible for the employer to adapt the farm worker’s duties and/or to find alternatives, then such employer may terminate the services of the farm worker.  The Labour Relations Act, 66 of 1995 sets out the procedures to be followed at the termination of services in the Code of Good Practice, in Schedule 8.  **3. Wage/Remuneration/Payment**  There is no prescribed minimum rate of remuneration. Additional payments (such as for overtime or work on Sundays or Public Holidays) are calculated from the total remuneration as indicated in clause  5.3 of the contract. The total remuneration is the total of the money received by the employee and the payment in kind (i.e. the value of food and accommodation etc.). The monthly value of payment in kind is determined as 30% of the monthly cash wage paid or payable to the employee, or the amount of R100 per month, whichever is the larger amount or as agreed in writing which is not less favourable than 30% or R100.   **4. Transport allowances, bonuses, and increases**  These are not regulated by Basic Conditions of Employment Act and are therefore open to negotiation between the parties.  **5. Hours of work** 5.1 Normal hours (excluding overtime) A farm worker may not be made to work more than 48 hours a week. An employer may conclude a written agreement with a farm worker to extend the hours of work. The hours of work may not be extended by more than 4 hours per week and not for more than 4 months in a period of 12 months, provided that the hours is reduced by a corresponding number of hours during a period of the same duration as that during which the extended hours were in force, and in the same period of 12 months.  **5.2 Overtime** A farm worker may not work more than three hours of overtime per day or 10 hours per week. Overtime must be paid at 1.5 times the employee’s normal wage or an employee may agree to receive paid time off.  **5.3 Daily and weekly rest periods** 5.3.1 A daily rest period of 12 consecutive hours and a weekly rest period of 36 consecutive hours, which must include Sunday, unless otherwise agreed, must be allowed. 5.3.2 The daily rest period may by agreement be reduced to 10 hours for an employee who lives on the premises and whose meal interval lasts for at least three hours. 5.3.3 The weekly rest period may by agreement be extended to 60 consecutive hours every two weeks or be reduced to eight hours in any week if the rest period in the following week is extended equivalently.  **5.4 Night work**  If a farm worker works for at least five times per month or 50 times per year after 20:00 and before 04:00 must be- (a) informed in writing, or orally if the employee is not able to understand a written communication, in a language that the employee understands- · of any health and safety hazards associated with the work that the employee is required to per perform; and  · of the employee’s right to undergo a medical examination in terms of paragraph (b);  (b) at the request of the employee, enable him/her to undergo a medical examination, for the account of the employer, concerning those hazards- · before the employee starts, or within a reasonable period of the employee starting, such work; and  · at appropriate intervals while the employee continues to perform such work; and  (c) transfer the employee to suitable day work within a reasonable time if- · the employee suffers from a health condition associated with the performance of nigh work; and  · it is practicable for the employer to do so.   **6. Meal intervals** A farm worker is entitled to a one-hour break for a meal after not more than five hours work. Such interval may be reduced to 30 minutes, by agreement between the parties. If the farm worker is required or permitted to work during this period, remuneration must be paid.  **7. Sunday work** Work on Sundays is voluntary and a farm worker can therefore not be forced to work on a Sunday.  If a farm worker performs work which in the ordinary course of events is required to be performed on a Sunday he shall be paid- (a) if he/she has worked for not longer than two hours on a Sunday, an amount calculated at a rate of double his/her ordinary wage in respect of the whole time worked by him/her: Provided that the minimum amount payable shall not be less than this ordinary wage for two hours or;  (b) if he/she has worked for longer than two hours but not longer than five hours on a Sunday, an amount of not less the wage payable to him/her in respect of the time (excluding overtime) ordinarily worked by him/her on a weekday; or  (c) if he/she has worked for longer than five hours on Sunday, an amount which shall not be less than either an amount calculated at a rate of double his ordinary wage in respect of the whole time worked by him/her on a Sunday, or an amount equal to double the wage payable to him in respect of the time (excluding overtime) ordinarily worked by him/her on a weekday, whichever amount is the greater; and  (d) grant him/her, without remuneration, any ordinary working day in the next succeeding week as a day on which he/she is not required to work, if he/she has worked the hours contemplated in paragraph (b) or (c) of this section.   **8. Public Holidays** The days mentioned in the Public Holidays Act must be granted but the parties can agree to further public holidays. Work on a public holiday is entirely voluntary and a farm worker may not be forced to work on such public holidays.  **The official public holidays are:** New Year’s Day; Youth Day; Human Rights Day; National Woman’s Day; Good Friday; Heritage Day; Family Day; Day of Reconciliation; Freedom Day; Christmas Day; Workers Day’; Day of Goodwill.  Any other day declared an official public holiday from time to time should also be granted. These days can be exchanged for any other day by agreement. If the employee works on a public holiday he/she shall be paid double the normal days wage.   **9. Annual Leave** Annual leave may not be less than 21 consecutive days for full-time workers or by agreement, one day for every 17 days worked or one hour for every 17 hours worked.  The leave must be granted not later than six months after completion of the period of 12 consecutive months of employment. The leave may not be granted concurrent with any period of sick leave, nor with a period of notice of termination of the contract of employment.   **10. Sick leave** During every sick leave cycle of 36 months an employee is entitled to an amount of paid sick leave equal to the number of days the employee would normally work during a period of six weeks. During the first six months of employment, an employee is entitled to one day’s paid sick leave for every 26 days worked. The employer is not required to pay an employee if the employee has been absent from work for more than two consecutive days or on more than two occasions during an eight-week period and, on request by the employer, does not produce a medical certificate stating that the employee was unable to work for the duration of the employee’s absence on account of sickness or injury. If it is not reasonably practicable for an employee who lives on the employer’s premises to obtain a medical certificate, the employer may not withhold payment unless the employer provides reasonable assistance to the employee to obtain the certificate.  **11. Maternity leave** The employee is entitled to at least four consecutive months’ maternity leave. The employer is not obliged to pay the domestic worker for the period for which she is off work due to her pregnancy. However the parties may agree that the farm worker will receive part of or her entire salary/wage for the time that she is off due to pregnancy.  **12. Family responsibility leave** Employees employed for longer than four months and for at least four days a week are entitled to take three days’ paid family responsibility leave during each leave cycle when the employee’s child is born, or when the employee’s child is sick or in the event of the death of the employee’s spouse or life partner or parent, adoptive parent, grandparent, child, adopted child, grandchild or sibling.   **13. Deduction from the remuneration** The Basic Conditions of Employment Act prohibits an employer from deducting any monies from the employees’ wages without his/her written permission.  **14. Other issues** There are certain other issues which are not regulated by the Basic Conditions of Employment Act such as probationary periods, right of entry to the employers premises, afternoons off, weekends off and pension schemes, medical aid schemes, training/school fees, funeral benefits and savings account, however the aforementioned may be negotiated between the parties and included in the contract of employment.  **15. Prohibition of Employment** The Basic Conditions of Employment Act prohibits employment of any person under the age of 15 and it is therefore important for an employer to verify the age of the farm worker by requesting a copy of the identity document or birth certificate.  **16. Other conditions of employment** There is no provision, which prevents any other conditions of employment being included in a contract of employment but any provision, which sets conditions, which are less favourable than those set by the Act, would be invalid. These guidelines are not meant to be a complete summary of the Basic Conditions of Employment Act and/or legal advice. Should there be any doubt as to rights and/or obligations in terms of the Act or terms of any clause of the suggested Contract of Employment, such queries can be directed to the local office of the Department of Labour, who will gladly assist. | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| ACTIVITY 3: Workplace Activity (Summative) |

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| **US no** | **SO**  **Align-ment** | **Activity question / instruction** | **Weight** |
| 116113 | SO1-3 | * Write a simple human resource policy for your farm. * Write a job description for one of your workers * Discus the job profile with the worker and explain what you expect from him with regards to performance standards. The worker must sign the job profile as evidence that you have discussed it with him. | 15 hours |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Task 4: Control inputs and stock in an agri-business

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| **EXIT LEVEL OUTCOME 5:**  Apply basic skills in record keeping, storage, contaminant management and associated legislation when controlling input and stock  **SAQA US ID: 116122**  Control inputs and stock in agribusiness  Level 2 Credits 2 | **Learning Unit 1 Chapter 4**  **Purpose of Assessment Activity:**   * Determine skills to apply basic skills in record keeping, storage, contaminant management and associated legislation when controlling input and stock. |

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| ACTIVITY 1: Knowledge Activity |

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| **US no** | **SO**  **align-ment** | **Activity question / instruction** | **Weight** |
| 116122 | SO 1 | * 1. Plan to receive inputs   You have bought a new farm. The storage room currently looks like this:  090623r  Describe step by step how you would prepare this space in order to utilize it as storage for your livestock medicines as well as the pesticides you use on the farm. All your cleaning material will also be stored here. You should explain which cleaning materials you will utilize as well as which disinfection techniques you will use.  You should also give attention to how your products should be stored to avoid contamination.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | 60 min |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| ACTIVITY 2: Practical Activity |

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| **US no** | **SO**  **align-ment** | | **Activity question / instruction** | | | | | **Weight** | |
| 116122 | SO 3 | | **2.1. Manage and record stock**  Draw a floor plan of your current storage facility. Apply the knowledge you obtained with regards to how a storage facility should look. Describe on the plan where you will place which stock as well as the reason for the decision. In your answer explain how chemicals are classified as well as the contracts and penalties applicable in the breach of contract. | | | | | 120 min | |
| 116122 | SO 4 | | * 1. **Occupational health and safety**   Give a short overview of the important aspects of the Occupational Health and Safety Act that should be considered when working with agrochemicals.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | | | | 60 min | |
| 116122 | SO 4 | | * 1. **Labelling techniques**   The following chemicals are stored in your storeroom. Explain what the labels on each of these chemicals mean, where and how you would store the chemicals as well as how you would treat a person if he comes into contact with them.  509665_75e9f099bec00a2ffc88d26a553a845f  **Pesticide**  **Very Toxic**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  509665_75e9f099bec00a2ffc88d26a553a845f  **Agro-Chemical**  **Caution**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | 30 min | |
| **First attempt** | | | | **Second attempt** | | **Third attempt** | | |
| Competent | | Not yet competent | | Competent | Not yet competent | Competent | Not yet competent | |
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| ACTIVITY 3: Workplace Activity (Summative) |

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| **US no** | **SO**  **align-**  **ment** | **Activity question / instruction** | **Weight** |
| 116122 | SO 2 | 3.1. Apply the following procedures on your farm, or in the case where these systems have already been implemented, show evidence that a stock taking system exists.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Detail of stock** | Total in store | Total used | Value | Total left | Value | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  |   3.1.1. Take inventory of current stock levels.   |  |  |  | | --- | --- | --- | | Description of item | Used | Left over | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   3.1.2. Complete a stock record  3.1.3. Issue (requisition) and receive stock (administration as evidence)  3.1.4. Explain how re-order levels will be determined. | 15 hours |

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| **Date** | **Description of Item** | **Expenses** | **used** | **In store** |
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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Task 5: Monitor, collect and collate agricultural data

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| **EXIT LEVEL OUTCOME 3:**  Collect and collate agricultural data and recognize and report on deviations  **SAQA US ID: 116080**  Monitor, collect and collate agricultural data  Level 2 Credits 2  **SAQA US ID: 12444**  Level 2 Credits 3 credits  Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts | **Learning Unit 1 Chapter 5**  **Purpose of Assessment Activity:**   * Determine knowledge and skills acquired to monitor, collect and collate data in the agricultural sector. * Determine applied competence to recognize, interpret and report on basic deviations in routine collection processes. * Determine knowledge in terms of the importance of the application of business principles in agricultural production with specific reference to information systems and technology. * Determine applied competence to measure, estimate and calculate physical quantities and explore, describe and represent relationships in 2-dimensions in different life or workplace contexts. |

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| ACTIVITY 1: Knowledge Activity |

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| **US no** | **SO**  **align-ment** | **Activity question / instruction** | **Weight** |
| 116080 | SO 1 | * 1. Why is it important that a farmer gather agricultural data?  |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | 10 min |
|  | SO 1 | * 1. Identify possible sources of information you can use to collect agricultural data.  |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | 10 min |
|  | SO 4 | * 1. Discuss the health and safety rules which should be adhered to when collecting agricultural data.  |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | 20 min |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| ACTIVITY 2: Practical Activity |

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| **US no** | **SO**  **align-ment** | **Activity question / instruction** | **Weight** |
| 116080  12444 | SO 1-3  SO 1-2 | **2.1. As a group, collect any sample of data, (you may use examples given) and practice how you would present it. Then present it to the class during the training.**  2.1.1. Explain in what format you would present a series of data collected over a 3-month period, e.g. scouting data (insect counts) on a specific crop in a greenhouse or in the field. (Clue: Design a standard scouting sheet and explain how you would present the scouting results).  2.1.2. Complete the chart where you can plot the scouting results and tabulate in the template below.  2.1.3. Explain any problems that may arise during the recording of the data and how you will report thereon - discuss example used in question 2.1.1. & 2.1.2. | 120 min |

Template:

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| --- | --- | --- | --- |
|  | **Month 1** | **Month 2** | **Month 3** |
| **Week 1** |  |  |  |
| **Week 2** |  |  |  |
| **Week 3** |  |  |  |
| **Week 4** |  |  |  |
| **Week 5** |  |  |  |

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| **US no** | **SO**  **align-ment** | **Activity question / instruction** | **Weight** |
| 116080  12444 | SO 2  SO 1-2 | 2.2. Look at the following bar chart which summarizes data on the average rainfall in Cape Town South Africa:  Cape%20T3  2.1.1. Which month gets the most rainfall in Cape Town?  2.1.2. Which months appear to get little rainfall in Cape Town?  2.1.3. Approximately how much rainfall does Cape Town get each year (in mm)?  2.1.4. Write a sentence summarizing the overall rainfall pattern in Cape Town in an average year? | 30 min |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
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| ACTIVITY 3: Workplace Activity (Summative) |

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| **US nr** | **SO**  **allign-ment** | **Activity question / instruction** | **Weight** |
| 116080  12444 | SO 1-4  SO 1-2 | 3.1. Gather data on costs on agricultural inputs. Collate data accurately. Record collated data and create a report in the required format. Explain which health and safety measures were implemented relevant to the method of data collection. | 35 hrs |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Task 6: Financial Management

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| **EXIT LEVEL OUTCOME 8:**  Define and illustrate the gross margin statement, income statement, balance sheet and cash flow budget as well as the different cost aspects that one can find in a business.  **SAQA US ID: 7469**  Use mathematics to investigate and monitor the financial aspects of personal and community life  Level 2 Credits 2  **SAQA US ID: 116083**  Illustrate and understand the basic layout of financial statements  Level 2 Credits 2 | **Learning Unit 1 Chapter 6**  **Purpose of Assessment Activity:**   * Applied competence in compiling a gross margin statement, income statement, balance sheet and cash flow budget. * Determine knowledge and skills in using mathematics to investigate and monitor the financial aspects of personal and community life. |

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| ACTIVITY 1: Knowledge Activity |

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| **US no** | **SO**  **align-ment** | | **Activity question / instruction** | **Weight** |
| 116083 | SO 1 | * 1. Explain the various income sources on your farm.   2. Explain the types of costs that a farmer will incur.   3. Look at the table below. Look for the word that   best describes the financial concept on the right  hand side:   |  |  | | --- | --- | | Variable cost | Seed | | Income | Stock | | Asset | Mortgage | | Fixed cost | Insurance | | Long term asset | Employee salary | | Direct cost | Livestock sales | | Short term asset | Fuel | | Long term liability | Land |  * 1. Explain in your own words what you understand   about owner’s equity.   * 1. Explain why a twelve-month cash flow budget is needed. | | 120 min |

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| 7469 | SO 2 | 1.6. **Interest**  Complete the following questions:  1.6.1. You have made a profit of R10 000 this year. You have to decide on the best way to invest the money. Your bank offers you the following choices:   1. You can invest the money at 13% interest per annum compounded annually for 5 years 2. You can invest the money at 12% interest per annum compounded monthly for 5 years. 3. You can invest the money at 14% simple interest for 5 years.   Do the necessary calculations to show which would be the best choice.   * + 1. You have just purchased a brand new bakkie at R150 000.00. Determine what the bakkie will be worth in 5 years’ time if it depreciates at 14% per year.     2. The Zondo family uses a loan of R 8 500 to make improvements to their farm. They repay the loan in one amount at the end of 3 years. How much money would the Zondos need to repay the loan if the interest is calculated as:  1. 17% per annum simple interest 2. 14% per annum compound interest    * 1. Your friend needs R16 000 urgently for a family funeral. The bank is only prepared to lend him R15 000 at 26% interest. He tells you that he has heard of a man who provides loans at 35% per annum – no questions asked. You need to explain to him that it would be better to obtain the money from a bank by showing him how much he owes over 1 year for both cases (Assume that he makes no repayments). Make a feasible suggestion as to how he could reduce the costs by R1000.      2. A basic pesticide applicator costs R230. Determine the expected cost of a similar applicator in 5 years’ time, based on an inflation rate of 18% per annum. (Hint: You can use the compound interest formula for this calculation.)      3. Your friend wants to start a stokvel involving 85 people each contributing R100 per month. There will be a payout every month. Your friend is trying to convince you to join. 3. How much will the payout every month be? 4. How long (in years and months) must this stokvel run so that each person receives at least one payout? 5. Who benefits the most: the one who receives the payment first or the one that receives the payment last? Explain your reasoning. 6. What possible problems could there be when this stokvel is in operation? 7. What would you advise your friend to do so that the risks are minimized? |  |
| 116083 | SO 5 | 1.7 Refer to the Tax Guide Booklet and complete the following activity sheet.  Indicate if the following statements are True or False   |  |  |  | | --- | --- | --- | | Statement | True | False | | 1. You must register for Income Tax with SARS within 60 Days of forming your business |  |  | | 1. The Income Tax period for all Businesses runs from 1 March to 28 February |  |  | | 1. Payment of Income Tax can only be made at SARS office |  |  | | 1. The amounts of Net Profit and Taxable Income will always be the same – as profits are taxable |  |  | | 1. Tax rates on TRUST entities are 40% |  |  | | 1. The Tax rate of SMME with an annual taxable income of up to R300 000 is 29% |  |  | | 1. The VAT return must be done on VAT201 form by the 25th of the month in which it is due. |  |  | | 1. SDL (Skills Development Levies) are payable if the employer pays annual salaries, wages and remuneration in excess of   R500 000. |  |  | | 1. The SDL levy comprises of 1% of the total salary bill. |  |  | | 1. UIF must be paid monthly by employer. |  |  | | 60 min |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| ACTIVITY 2: Practical Activity |

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| **US no** | **SO**  **align-ment** | **Activity question / instruction** | **Weight** |
| 116083 | SO 1 | 2.1. Complete the template for Gross margin statement and explain what the following terms mean? – Fixed costs, variable costs, sources of income, material costs, labour costs, direct and indirect costs mean.  Explain why Gross margin statement is so important to agriculture?  Instructions to the learner:  You have been provided with two templates.   * The first is an example of a gross margin statement that describes the production of potatoes under intensive irrigation. **Template 1** * The second template is a blank template that you need to complete. Use figures relating the production cycle of the crop you are involved with. **Template 2**   If you get stuck on a point, ask the group or the facilitator to help you.  Note: Remember that this is just an exercise and you can research exact figures when you get back to your workplace.  Before you fill in the blank template you need to have worked through the points above. This will help that the blank template makes sense to you and is essential for you to be able to complete the summative assessment.  After having worked through the above points you need to record the fixed and variable costs as well as the various income sources.  Ensure that you gather all the possible material and labour costs that will occur in the production cycle of your crop, and place them into the blank template provided. You are required to provide the total production cost compared to the gross margin and indicate the gross profit you could expect from your crop. | 120 min |
| 116083 | SO 2 | * 1. Go through the example that provides information on the production of potatoes under dry land conditions (template 1)   In this example there are fixed, variable and foreign costs that have been omitted. As a group, identify the costs to be omitted. Report back to the bigger group. It is important that all the information is documented, as it will help you to prepare for the completion of a generic income statement (template 3).  After the group session you may complete **template 4** on any other crop or produce than potatoes. The completed generic income statement (template 4) must reflect the production cycle of the crop you are involved with. (Use any amounts just to complete the example).  Once you have completed your **income statement** decide whether you have made a profit or a loss. It is vital to record all information from the feedback sessions, as it will help you in the summative assessment. | 120 min |
| 116083 | SO 3-4 | * 1. In this activity an example of a **month-to-month budget** and statement for cash flow of an operation is provided (**Template 5)** The example only provides information for two of the twelve months.   Additional Information:  Budget statements are often presented on two separate sheets. To simplify the process, we will use only one combined statement.  **The gross margin statement, income statement and the balance sheet provided as an example in the Learner Guide, contain sufficient data for you to complete the blank copy of the cash flow statement** (Template 6). (You can use any figures to complete this exercise).  Before you start this exercise, you need to go through the example copy to get an idea of what is expected of you to consummate the blank copy. **An important point, you must determine how to transfer the one-month’s end balance to the next month’s opening balance.**  Once you have completed the input of required data into the blank statement you need to look for important results that are highlighted, such as whether the cash flow is positive or negative. Also determine whether and how you could improve the flow of cash.  It is advisable to ask the group and the facilitator for guidance as this section can get confusing and complicated.  At the end of this exercise you must be able to link the cash flow budget/ statement to the income statement. | 180 min |

**Templates:**

Template 1, providing the Gross margin statement, for a farmer who has 400 hectares of potatoes under irrigation.

|  |  |
| --- | --- |
| **Production of potatoes under irrigation.** | **Potatoes** |
| Yield : (ton/ha) | 60 |
| Price/ton | R1500 |
| **Rand per year income** | **Hectare** |
| Product sales | 90000 |
| **Gross production value** | **R90000** |
|  |  |
| **Direct expenses** |  |
| Seed | 13 800 |
| Fertilizer | 2 877 |
| Weed control | 358 |
| Pest control | 4 493 |
| Spraying costs- aero plane | 990 |
| Harvesting costs | 400 |
| Irrigation costs | 359 |
| Fuel costs | 300 |
| **Total direct costs** | **R23577** |
|  |  |
| **Variable expenses** |  |
| Harvest insurance | 2400 |
| Marketing costs | 8625 |
| Packaging | 5000 |
| Casual labour | 3500 |
| Transport costs from land(10km) | 500 |
| Transport costs | 6500 |
| **Total Variable expenses** | **R26525** |
|  |  |
| **Fixed expenses** |  |
| Taxes | 150 |
| Fuel | 497 |
| Depreciation and repairs | 1708 |
| Operators costs | 132 |
| Interest on irrigation equipment | 1245 |
| Interest on production costs | 1658 |
| Telephone | 100 |
| Accounting and legal fees | 250 |
| Management salaries | 250 |
| **Total fixed expenses** | **R5990** |
|  |  |
| **Total expenses** | **R56092** |
| **Split margin/ expected profit per ton** | **R33908** |
| **Break even (price/ton)** | **R1200** |
| **Break even (yield/ha)** | **48 TONS** |

**Now, complete Template 2 below:**

Template 2. This is a gross margin statement for a generic production cycle. Complete this template as an example.

|  |  |
| --- | --- |
|  |  |
| Yield : (ton/ha) |  |
| Price/ton |  |
| **Rand per year income** | **Hectare** |
| Product sales |  |
| Other sources of revenue |  |
| Other sources of revenue |  |
|  |  |
| **Gross production value** |  |
|  |  |
| **Direct expenses** |  |
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| **Total direct costs** |  |
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| **Variable expenses** |  |
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| **Total Variable expenses** |  |
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| **Fixed expenses** |  |
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| **Total fixed expenses** |  |
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| **Total expenses** |  |
| **Split margin/ expected per kg/ton?** |  |
| **Gross margin.** |  |
| **Break even (price/ton)** |  |
| **Break even (yield/ha)** |  |

**Template 3 Income statement for production of potatoes under dry land farming (example)**

|  |  |
| --- | --- |
| **Fixed costs/ R1000** |  |
| Depreciation (facilities and equipment) | 800 |
| Interest | 1500 |
| Repairs and maintenance (facilities and equipment) | 600 |
| Taxes | 200 |
| insurance | 480 |
| Office expenses | 300 |
| telephone | 12 |
| accounting | 200 |
| Travel | 1000 |
| Management salaries | 600 |
| automotive | 2000 |
|  | **8600** |
| **Foreign costs** |  |
| Training | 300 |
| Inspection by health inspector | 50 |
| Traffic fines | 3 |
|  | **353** |
| **Variable costs** |  |
| Seed | 1500 |
| Advertising | 120 |
| electricity | 200 |
| Fuel | 400 |
| Sales costs | 500 |
| Labour | 1000 |
| Fertilizer | 500 |
| Herbicides | 200 |
| pesticides | 100 |
| Harvest insurance | 60 |
| Packaging | 100 |
| Transport costs | 200 |
|  | **4880** |
|  |  |
| **Total expenses** | **13833** |
|  |  |
| **Sources of income** |  |
| Production sale- first grade | 15000 |
| Production sale- second grade | 3000 |
| Production sale- third grade | 1000 |
| Seed potatoes- for planting | 2500 |
| Sale of scrap machinery | 50 |
| **Total income** | **21550** |
|  |  |
| **Total income – total expenses** | **21550-13833= 7717** |
| **profit** | **R7717** |

# Template 4

Generic Income statement

|  |  |
| --- | --- |
| **Fixed costs/** |  |
| Depreciation (facilities and equipment) |  |
| interest |  |
| Repairs and maintenance (facilities and equipment) |  |
| Taxes |  |
| insurance |  |
| Office expenses |  |
| telephone |  |
| accounting |  |
| Travel |  |
| Management salaries |  |
| automotive |  |
|  |  |
| **Foreign costs** |  |
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| **Variable costs** |  |
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| **Total expenses** |  |
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| **Sources of income** |  |
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| **Total income** |  |
|  |  |
| **Total income – total expenses** |  |
| **Profit** |  |

**Template 5**

Mark activities (with an X) when they are scheduled to take place (you could adapt the months and activities to suit the crop).

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| Activity table for crop production |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| Item: | Aug | Sept | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | April | May | June | July |
| Plough |  |  |  |  |  |  |  |  |  |  |  |  |
| Disc |  |  |  |  |  |  |  |  |  |  |  |  |
| Seed |  |  |  |  |  |  |  |  |  |  |  |  |
| Plant (Hand) |  |  |  |  |  |  |  |  |  |  |  |  |
| Roundup |  |  |  |  |  |  |  |  |  |  |  |  |
| Fertilizer LAN |  |  |  |  |  |  |  |  |  |  |  |  |
| Labour weeding |  |  |  |  |  |  |  |  |  |  |  |  |
| Labour spraying |  |  |  |  |  |  |  |  |  |  |  |  |
| Early Pest control |  |  |  |  |  |  |  |  |  |  |  |  |
| Mid-season Pest control |  |  |  |  |  |  |  |  |  |  |  |  |
| Late-season Pest control |  |  |  |  |  |  |  |  |  |  |  |  |
| Harvest |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total:** |  |  |  |  |  |  |  |  |  |  |  |  |

**Template 6**

Cash flow budget /statement (values in brackets are negative). Use the example in the Learner Guide and complete the table below. Check Template 4.1 to see which months you have already scheduled which tasks.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Cash flow table for crop production |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Item:** | Aug | Sept | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | April | May | June | July |
| Plough |  |  |  |  |  |  |  |  |  |  |  |  |
| Disc |  |  |  |  |  |  |  |  |  |  |  |  |
| Seed |  |  |  |  |  |  |  |  |  |  |  |  |
| Plant (Hand) |  |  |  |  |  |  |  |  |  |  |  |  |
| Roundup |  |  |  |  |  |  |  |  |  |  |  |  |
| Fertilizer LAN |  |  |  |  |  |  |  |  |  |  |  |  |
| Labour weeding |  |  |  |  |  |  |  |  |  |  |  |  |
| Labour spraying |  |  |  |  |  |  |  |  |  |  |  |  |
| Early Pest Control |  |  |  |  |  |  |  |  |  |  |  |  |
| Mid-season Pest Control |  |  |  |  |  |  |  |  |  |  |  |  |
| Late season Pest Control |  |  |  |  |  |  |  |  |  |  |  |  |
| Harvest |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total:** |  |  |  |  |  |  |  |  |  |  |  |  |
| Cumulative (budget)  Budget carried over from previous month |  |  |  |  |  |  |  |  |  |  |  |  |
| Loan plus interest (13.5% comp.) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gross Income:** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gross margin (expenditure)** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Net Profit (negative number in brackets)** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Assessment Information and mark sheets

## Assessment Details

|  |  |
| --- | --- |
| **LEARNER INFORMATION** | |
| Name |  |
| Identity number |  |
| Telephone no |  |
| E-mail address |  |
| Postal address |  |
| **ASSESSOR INFORMATION** | |
| Name |  |
| Identity number |  |
| Telephone no |  |
| E-mail address |  |
| **MODERATOR INFORMATION** | |
| Name |  |
| Identity number |  |
| Telephone no |  |
| E-mail address |  |

| Assessor Feedback to learner | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessor Declaration of Competence | 1st Attempt | | | 2nd Attempt | | | | | 3rd Attempt | |
| Competent | NYC | | Competent | | NYC | | | Competent | NYC |
|  |  | |  | |  | | |  |  |
| Date of declaration |  | | |  | | | | |  | |
| Feedback |  | | |  | | | | |  | |
| **Action Plan for Competence and Re-assessment** | | | | | | | | | | |
| The learner was assessed on the following date: | | | | | | | |  | | |
| The learner has not submitted sufficient evidence and is therefore not yet competent. | | | | | | | | | | |
| The learner is required to submit additional evidence against the following: (List the specific outcome and assessment criteria relevant below) | | | The learner is required to improve in the following areas: | | | | | | | |
|  | | |  | | | | | | | |
|  | | |  | | | | | | | |
| **Learner Declaration** | 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 judgment and have no further questions relating to this particular assessment instrument. | | | | | | | | | |
| **Learner’s Signature** |  | | | | **Date:** | |  | | | |
| **Assessor’s Signature** |  | | | | **Date:** | |  | | | |
| **Moderator’s Signature** |  | | | | **Date:** | |  | | | |

## Appeals Application

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Standard Title** |  | **Unit Standard number** |  |
| **NQF level** |  | **Credits** |  |
| **Venue** |  | **Date** |  |
| **Learner Name** |  | **Learner ID number** |  |
| **Assessor Name and Surname** |  | **Assessor Registration number** |  |
| **1. Please explain how you were assessed:** | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
| **2. Please list the reason(s) for your appeal:** | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
| **3. Please indicate what course of action you would find acceptable in order to resolve this issue. (For example another assessor, a different assessment method, etc.)** | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
| **4. Please specify any additional requirements or needs you may have:** | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner**  **Signature** |  | **Date** |  |
| **Moderator**  **Signature** |  | **Date** |  |

## Learner: Assessment Review

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learner name** |  | | | | |
| **Assessor name** |  | | | | |
| **Date of assessment** |  | | | | |
| **Question** | | | | **Yes** | **No** |
| Was the assessment process explained to you before the assessment? | | | |  |  |
| Did the assessor have a pre-assessment meeting with you? | | | |  |  |
| Did you receive feedback after the assessment? | | | |  |  |
| Was the assessment feedback clear enough? | | | |  |  |
| Did you receive your feedback within the agreed time-frames? | | | |  |  |
| Do you feel that the assessment was fair? | | | |  |  |
| Do you feel that you received enough opportunities during the assessment to provide evidence to the assessor? | | | |  |  |
| Did the assessor explain all the evidence requirements to you? | | | |  |  |
| Were you given the chance to give your input in terms of the assessment process? | | | |  |  |
| Was the evidence judged in accordance with the requirements outlined to you? | | | |  |  |
| Was the feedback provided constructive? | | | |  |  |
| Was the assessment documentation clear and user-friendly? | | | |  |  |
| **Learner Signature** |  | **Date** |  | | |
| **Assessor Signature** |  | **Date** |  | | |
| **Moderator Signature** |  | **Date** |  | | |

## Assessor: Assessment Review

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessor name** |  | | | | | |
| **Date of assessment** |  | | | | | |
| **Assessment Review** | | | | **Agree** | | **Disagree** |
| The learner provided inputs into the assessment process. | | | |  | |  |
| Before the assessment was conducted the learner understood what criteria and evidence will be used in the assessment process. | | | |  | |  |
| The assessment process was conducted in the learner’s work environment. | | | |  | |  |
| The assessment instruments were clear and easily understood by the assessor. | | | |  | |  |
| In similar circumstances the assessor will make the same judgment again. | | | |  | |  |
| The evidence requirements are relevant to the unit standards. | | | |  | |  |
| The evidence identified for this portfolio is sufficient. | | | |  | |  |
| The evidence produced by the learner can be verified as being authentic. | | | |  | |  |
| The assessment methods are suitable for the outcomes being assessed. | | | |  | |  |
| The assessment does not present any barriers for the learner. | | | |  | |  |
| All special needs have catered for and considered during the assessment. | | | |  | |  |
| The assessment instruments were manageable and user-friendly. | | | |  | |  |
| **General Comments**  I am satisfied with the process. | | | | | | |
| **Assessor Signature** | |  | **Date** | |  | |
| **Moderator Signature** | |  | **Date** | |  | |

## 

## Assessment Review Report

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Standard Title** | **Farm management** | **Unit Standard Number** | 116115; 119454; 119456; 116126; 116113; 116122; 116080; 12444; 7469; 116083 |
| **NQF Level** | **2** | **Credits** | **27** |
| **Venue** | **Peritum Agri Institute** | **Date** |  |
| **Learner Name** |  | **Learner ID Number** |  |
| **Assessor Name** | **MCC Fourie** | **Assessor Registration Number** | **AGR/ASS/1224/11** |

**Assessment Guide**

|  |
| --- |
| **Strengths** |
| Easy to use and manageable. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None at this stage. |

**Assessment Process**

|  |
| --- |
| **Strengths** |
| I followed the principles of assessment. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None at this stage. |

**Assessment Methods Used**

|  |
| --- |
| **Strengths** |
| The formative and summative assessments assessed knowledge and application of skills. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None at this stage. |

**Assessment Instruments Used**

|  |
| --- |
| **Strengths** |
| The instruments tested knowledge and skills in a practical manner. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None at this stage. |

**Learner's Readiness for Assessment**

|  |
| --- |
| **Strengths** |
| The pre-assessment meeting was held with the learners and they declared that they were ready for the assessment. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None at this stage. |

**Unit Standard**

|  |
| --- |
| **Strengths** |
| The unit standards gave clear guidance of what were expected of the learners. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None at this stage. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor Signature** |  | **Date** |  |
| **Moderator Signature** |  | **Date** |  |

## SPECIAL NEED ASSESSMENT

NAME OF COURSE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE OF COURSE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME OF LEARNER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ID OF LEARNER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME OF ASSESSOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EXPLANATION OF SPECIAL NEED:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ACTIONS TAKEN BY ASSESSOR TO COMPLETE THE ASSESSMENT:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LEARNER COMPETENT YES / NO

REASONS IF NOT YET COMPETENT:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner signature** |  | **Date** |  |
| **Assessor signature** |  | **Date** |  |
| **Moderator signature** |  | **Date** |  |