



HLUMELELISA
A NEW SPIRIT

Module 4

SAQA ID: 264190 Plant and establish herbaceous plants in landscaped areas

SAQA ID: 264188 Propagate plants from stem cuttings

SAQA ID: 263995 Schedule the application of water to plants and landscapes

SAQA ID: 264178 Clean interior plants

SAQA ID: 119693 Treat floristry plant material

SAQA ID: 119701 Create an awareness of environmental protection

Module Credit Total: 31

ASSESSMENT GUIDE

Assessor Name: _____

Welcome to the Assessment Guide!

This document aims to provide the Assessor and Facilitator with guidance towards the assessment process / evidence / competencies needed for the achievement of the outcomes in this module.

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Module 4: Unit Standard Cluster Information

SAQA	Unit Standard Title	Level	Credits
119701	Create an awareness of environmental protection	2	4
264190	Plant and establish herbaceous plants in landscaped areas	2	6
264188	Propagate plants from stem cuttings	2	5
263995	Schedule the application of water to plants and landscapes	2	3
264178	Clean interior plants	2	6
119693	Treat floristry plant material	2	7

Instructions & Memorandum of Assessment

Section 1:

1.1 Classroom: Formative Knowledge Questionnaire

These knowledge based questions will be based on the outcomes and content of the classroom training session. The learner is required answer all the questions provided as this will also form part of their portfolio of evidence.

1.2 Classroom: Practical Assessment Activities and Assignments

These activities will be completed during the classroom or facilitation session and can be found in the learning material.

Section 2:

2.1 Observational Assessment and Workplace Assignments

To be completed in the workplace by the facilitator and / or assessor based on the learner's performance at the end of the course.

2.2 Summative Knowledge Assessment

Learner to complete the knowledge assessment by answering all the questions provided in filled giving examples where asked.

2.3 Personal Narrative

The personal narrative requires the learner to reflect on the requirements of the reflexive competence required in the application of the learning.

2.4 Witness Testimony

The witness testimony consists of a testimonial based on the learner's performance as observed / reviewed by your Supervisor / Manager in the workplace.

2.5 Logbook

Containing the activity records as required by the programme and completed by the learner.

LEARNER ASSESSMENT PLAN

Please tick next to the unit standards you are being assessed against.

Unit code	UNIT STANDARD TITLES	NQF level	Credits	✓
119701	Create an awareness of environmental protection	2	4	
264190	Plant and establish herbaceous plants in landscaped areas	2	6	
264188	Propagate plants from stem cuttings	2	5	
263995	Schedule the application of water to plants and landscapes	2	3	
264178	Clean interior plants	2	6	
119693	Treat floristry plant material	2	7	

Activity	Evidence of activity will be found where	Place & planned date of activity	Date Completed
Training	Classroom training registers	Training Provider Date:	
Self assessment	Assessment contract signed & dated	Learner file Date:	
Assessment contract	Assessment contract signed & dated	Learner file Date:	
Initial meeting	Assessor briefing checklist	Learner file Date:	
Unit Standard No	Assessment contract & assessment plan	Learner file Date:	
Formative Assessment	Assessment instruments	Learner file Date:	
Summative Assessment	Assessment instruments	Learner file Date:	
Other Evidence	Research portfolio (if applicable)	Learner file Date:	
Feedback	Feedback Report	Learner file Date:	
Moderation	Moderators report	Learner file Date:	
Judgement	Assessor Summary Report / Moderator report	Learner file Date:	
1 st Reassessment	Assessors summary report / instruments	Learner file Date:	
2 nd Reassessment	Assessors summary report / instruments	Learner file Date:	

Special arrangements for assessment

Place
Language
Resources
Barriers

People to be involved with assessment

Learner:	Manager:
Trainer:	Mentor / Coach:
Assessor:	Moderator:

Next steps for learning

Resources required for this assessment

Guidelines to the learner:

Learners Name: _____

Learner's signature: _____

Date: _____

Assessors Name: _____

Assessor's signature: _____

Date: _____

ASSESSMENT APPEALS PROCEDURE

1. A learner has the right to appeal under the following circumstances
 - If the laid down assessment procedures were not followed during assessments
 - If not all evidence available was taken into account during the assessment
 - The assessor was not a subject matter expert or did not have a subject matter expert during the assessment process
 - The assessor did not assess according to the performance criteria and range statement stipulated in the unit standard
 - Not all the range items were available for assessment
2. A learner bringing an appeal against a decision of the assessment will lodge such an appeal with the assessor and the internal moderator within 2 days of the assessment feedback session.
3. A learner bringing an appeal should complete the "Learner's Notice of Assessment Appeal" form before the Appeal Hearing. The form should be handed to the internal moderator or a representative of the SETA.
4. Should the internal moderator re-affirm the assessor's decision, the learner may appeal to the external verifier within 2 days after the initial moderator's feedback session. The external verifier's decision will be final. Should the external verifier re-affirm the assessors' decision, the cost for re-evaluation will be upon the learner. Should the verifier's decision differ from the assessor's decision, the cost for re-evaluation will be borne by the assessor.

ASSESSMENT APPEAL APPLICATION FORM

LEARNER'S NOTICE OF ASSESSMENT APPEAL

TO: The Internal Moderator

A meeting with the internal moderator is hereby requested to discuss the outcome of my assessment.

Internal moderator name _____

Date of submission: _____

Name of employee assessed: _____

Name of Assessor: _____

Date of feedback session: _____

Grounds for Appeal

No	Tick the applicable ground(s) for appeal	Tick
1	The assessment did not follow the laid down procedure	
2	Not all evidence available was taken into account during the assessment	
3	The assessor was not a subject matter expert nor was a subject matter expert present during the assessment process	
4	The assessment was not according to the performance criteria and the range statement stipulated in the unit standard	
5	Not all the range items were available for the assessment	

Reasons for Appeal

No	Please give detailed reasons for the choice(s) above
1	
2	
3	
4	
5	

Learner's signature: _____

Date: _____

Employee witness: _____

Date: _____

PRE-ASSESSMENT MEETING CHECKLIST

Points Assessor must cover in the initial meeting with the learner - Please tick

Item	Points to be covered	Tick
1	Welcome the candidate and put them at ease	
2	Explain the purpose of the meeting (why you are there and how long the meeting will take)	
3	Explain the <ul style="list-style-type: none"> ▪ NQF ▪ Credits ▪ Certification process ▪ Learning pathways 	
4	Explain <ul style="list-style-type: none"> ▪ Who is involved in the assessment and their role (learners, coach, assessors, managers, moderators) ▪ Principles of assessment (fairness, confidentiality, validity, sufficiency) 	
5	Explain the assessment process? <ul style="list-style-type: none"> ▪ Check learner readiness for assessment (logbook / self assessment) ▪ Assessment contract to be completed ▪ Preparation of learner (this meeting) ▪ The assessment (observation and knowledge questionnaire) ▪ Judgement of the evidence ▪ Outcome of assessment (competent, not yet competent, need further evidence) 	
6	Give Learner copies of the following documentation and explain each document <ul style="list-style-type: none"> ▪ The Assessment Guide which includes <ul style="list-style-type: none"> ○ The relevant unit standard (s) ○ Assessment contract ○ Assessment plan ○ Observation checklist ○ Knowledge checklist 	
7	Discuss the assessment plan (complete the assessment plan document) <ul style="list-style-type: none"> ▪ Allow the learner to participate in the decisions made ▪ Agree on dates, time and venue for the assessment and feedback ▪ Agree on evidence the learner can submit ▪ Agree and explain the assessment methods ▪ Identify and discuss special assessment needs of the candidate ▪ Identify and eliminate unfair barriers (language, disability etc) ▪ Discuss and agree on witness requirements 	
8	Tell the candidate his/her rights and responsibilities, the assessment procedures and policies <ul style="list-style-type: none"> ▪ How many times they may be assessed ▪ Appeals process / procedure ▪ Reassessment policy 	
9	Ensure the assessment environment is appropriate or make special arrangements	
10	Discuss moderation	
11	Allow the learner opportunity to clarify any items discussed	

Learner declaration of acceptance of assessment instruments and relevant documentation: Date:	
Learners Name:	Signature
Assessors Name:	Signature:

Assessment Strategy		
Learner Profile:	Learners working towards this standard are working within a Horticultural environment.	
Entry Requirements	<ul style="list-style-type: none"> ▪ Numeracy at NQF Level 1 or equivalent. ▪ English (verbal and written communication skills) at NQF Level 1 or equivalent. ▪ Computer operating skills at NQF Level 2 or equivalent. 	
Check Entry Requirements	Learners to submit proof of entry requirements, i.e. school certificates / reports. Learners who cannot provide proof of entry level requirements will be undergo testing at accredited assessment centres. Information will be provided as required.	
Purpose of Assessment	The purpose of this assessment is to determine and recognise learner competence against the unit standard “Apply the principles and concepts of emotional intelligence to the management of self and others”.	
Assessment Approach	Learners will undergo formative assessment and summative assessment. Evidence gathered during formative assessment will be used towards summative assessment. Formative Assessment will include activities. Summative Assessment will contain and Workplace Assignment, knowledge questionnaire and the completion of a personal narrative.	
Assessment Conditions	Formative Assessment: Classroom or boardroom.	
Learner Needs	<ul style="list-style-type: none"> ▪ Special needs are identified through the learner information form completed during enrolment and verified during the Assessment Preparation Interview which takes place at the end of the learning intervention. ▪ Assessment should be adjusted based on special needs requests, provided that the fairness, validity and reliability of the assessment are not compromised. Special needs include, but are not limited to: Hearing impairment, Physical impairment, Learning disabilities, Visual impairment, Speech impairment and Medical conditions 	
Learner Support	<ul style="list-style-type: none"> <li style="width: 50%;">▪ Learning facilitation <li style="width: 50%;">▪ Mentoring & Coaching (provided by supervisor) <li style="width: 50%;">▪ Facilitator / Assessor guidance and support with completion of Summative Assessment <li style="width: 50%;">▪ Facilitator guidance and support with workshop activities 	
Resources & Equipment	<ul style="list-style-type: none"> <li style="width: 25%;">▪ Training Venue <li style="width: 25%;">▪ Data Projector <li style="width: 25%;">▪ Flipchart paper <li style="width: 25%;">▪ Laptop <li style="width: 25%;">▪ PowerPoint Slides <li style="width: 25%;">▪ Flipchart stand <li style="width: 25%;">▪ Coloured Pens <li style="width: 25%;">▪ Pre-designed assessment instruments 	
Assessment Tools in relation to VARCS	Validity	The assessment tools cover all of the specific outcomes, assessment criterion, embedded knowledge (where applicable) and critical cross field outcomes of the unit standard. The tools measure the requirements of this unit standard.
	Authenticity	The learners are required to sign a declaration sheet that states that they have submitted their own work. The assessor checks that this sheet is submitted in the learner’s portfolio of evidence. In line with the principles of assessment, the assessor will ensure that they are satisfied that work being assessed belongs to the learner in question.
	Reliability	Consistent results will be obtained with different assessors by making use of these assessment tools.
	Current	The evidence presented will be current – not older than 3 years.
	Sufficient	The assessment tools selected for this assessment provides enough evidence to show that the learners have met the criteria and specific outcomes required to be found competent against this unit standard. This performance can be repeated consistently with the same results.

The Assessment Process		
1	Plan and Prepare for Assessment	Documents
	a) Plan & Prepare self for Assessment <ul style="list-style-type: none"> ▪ Understand all the requirements of the assessment in terms of evidence required to prove competence. ▪ Identify logistical arrangements that have to be made ▪ Familiarise self with assessment instruments and tools ▪ Identify any resources required for assessment ▪ Ensure that you are familiar with the Assessment, Moderation, RPL and Appeals policy. b) Plan & Prepare Learner for Assessment <ul style="list-style-type: none"> ▪ Discuss all aspects mentioned on the <i>Assessment Preparation Sheet</i> OR ▪ Provide the learner with a <i>letter</i> detailing all the specifications covered in the Assessment Preparation Sheet ▪ Complete the Assessment Plan with the learner. 	<input type="checkbox"/> Assessment Guide <input type="checkbox"/> Unit Standard <input type="checkbox"/> Assessment Policy <input type="checkbox"/> Moderation Policy <input type="checkbox"/> RPL Policy <input type="checkbox"/> Appeals and Disputes Policy <input type="checkbox"/> Assessment Preparation Sheet <input type="checkbox"/> Assessment Plan <input type="checkbox"/> Assessment Pack (Assessment Instruments and Tools)
2	Conduct Assessment	Documents
	a) Assist in Evidence Collection <ul style="list-style-type: none"> ▪ Assist in the Administration of the Formative Assessments b) Assessing Evidence <ul style="list-style-type: none"> ▪ Review evidence submitted using <i>model answers / memorandum</i> ▪ Advise learners of outstanding evidence ▪ Record the findings and feedback using the <i>Assessment Report</i> ▪ Inform learner of outstanding evidence via phone, fax or e-mail ▪ Record all communication with learners ▪ Record final judgement using the <i>Assessment Report</i> 	<input type="checkbox"/> Learner's Portfolio of Evidence <input type="checkbox"/> Assessment Report
3	Review Assessment	Documents
	a) Assessor to complete review questionnaire b) Learner to complete review questionnaire	<input type="checkbox"/> Assessor's Assessment Review <input type="checkbox"/> Learner's Assessment Review
4	Record Keeping and Reporting	Documents
	a) Based on the Assessment Report an <i>Assessment Record</i> will be completed and sent to the learner. b) Assessment Results to be recorded on Learner Database by Administrator c) Submit Portfolio of Evidence and Reports for Moderation	<input type="checkbox"/> Assessment Report <input type="checkbox"/> Assessment Record

Evidence Grid

Module	Module 1	Unit Standards	119701	264190	264188	263995
Total Notional Hours	Notional Hours: 310	Credits	264178	119693		

Unit Standard Name	Create an awareness of environmental protection	SAQA ID	119701	NQF Level	2	Credits	4
Specific Outcome 1:	Demonstrate an understanding of the extent of environmental pollution.						
SO1	Assessment Criteria					Evidence Guide	
AC1	The condition or state of a natural resource, when it is considered polluted, is explained.					SA – Knowledge Assessment	
AC2	The natural resources that can be subjected to pollution are detailed.					SA – Knowledge Assessment	
AC3	The effect that pollution has on the functioning of eco-systems is explained.					SA – Knowledge Assessment	
AC4	The effect that pollution has on the health and well-being of animals and humans is explained.					SA – Knowledge Assessment	
Specific Outcome 2:	Show an understanding of the dangers posed by water pollution.						
SO2	Assessment Criteria					Evidence Guide	
AC1	The ways in which factories pollute rivers and dams are described.					SA – Knowledge Assessment	
AC2	The long term effects of polluting rivers and dams are explained.					SA – Knowledge Assessment	
AC3	The importance of having unpolluted water for an ecological balance is explained.					SA – Knowledge Assessment	
AC4	The factors that cause the contamination of underground water are detailed.					SA – Knowledge Assessment	
Specific Outcome 3:	Demonstrate a knowledge of the causes of air pollution and its effects on man and the environment.						
SO3	Assessment Criteria					Evidence Guide	
AC1	The effects of air pollution on the health and wellbeing of animals and man is described.					SA – Knowledge Assessment	
AC2	The trapping of polluted air by temperature inversion is explained.					SA – Knowledge Assessment	
AC3	The danger posed by high levels of CO ₂ and CO in the atmosphere, are explained.					SA – Knowledge Assessment	
Specific Outcome 4:	Recognize the potential for pollution that littering, dumping and waste accumulation have on the general environment.						
SO4	Assessment Criteria					Evidence Guide	
AC1	The need to reduce litter is explained.					SA – Knowledge Assessment	
AC2	The effects that "dumping" has on the environment are described.					SA – Knowledge Assessment	
AC3	The hazards posed by the accumulation of waste are explained.					SA – Knowledge Assessment	
Specific Outcome 5:	Identify the various sources of pollution in the work place.						

SO5	Assessment Criteria	Evidence Guide
AC1	The importance of avoiding spilling of fuels and oils is explained.	SA – Knowledge Assessment
AC2	The correct procedures for the disposal of waste products, are described.	SA – Knowledge Assessment
AC3	The dangers that toxic materials pose to humans, animals and plants are described.	SA – Knowledge Assessment
AC4	The correct procedures for the disposal of toxic waste are described.	SA – Knowledge Assessment
AC5	The role that good housekeeping plays in the prevention of pollution is explained.	SA – Knowledge Assessment
AC6	The principles of maintaining a litter-free environment in the workplace are described.	SA – Knowledge Assessment
Specific Outcome 6:		Demonstrate an understanding of the need for recycling and the various materials that can be recycled.
SO6	Assessment Criteria	Evidence Guide
AC1	The importance and need for recycling is explained.	SA – Knowledge Assessment
AC2	The various materials that can be recycled are detailed.	SA – Knowledge Assessment
AC3	The materials that may be utilised in compost making, are identified.	SA – Knowledge Assessment
AC4	A commitment to recycle all waste / surplus material in the workplace, is demonstrated.	SA – Observational Assessment

Essential Embedded Knowledge		Covered
1.	Reflecting on and exploring a variety of strategies to learn more effectively; Participating as responsible citizens in the life of local, national and global communities; Being culturally and aesthetically sensitive across a range of social contexts; Exploring education and career opportunities; and Developing entrepreneurial opportunities.	FA - Knowledge Assessment

Critical Cross-field Outcomes (CCFO)		Covered
1.	<p>UNIT STANDARD CCFO IDENTIFYING</p> <p>Problem solving: Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.</p> <p>Refer to the following specific outcomes: Show an understanding of the dangers posed by water pollution. Demonstrate a knowledge of the causes of air pollution and its effects on man and the environment.</p> <p>UNIT STANDARD CCFO WORKING</p>	<p>FA - Knowledge Assessment</p> <p>SA – Workplace Assignment</p> <p>Personal Narrative</p>

	<p>Teamwork: Work effectively with others as a member of a team, group, organization or community.</p> <p>UNIT STANDARD CCFO ORGANISING</p> <p>Self organization and management: Organise and manage oneself and one's activities responsibly and effectively.</p> <p>UNIT STANDARD CCFO COLLECTING</p> <p>Information evaluation: Collect, analyze, organise and critically evaluate information.</p> <p>UNIT STANDARD CCFO COMMUNICATING</p> <p>Communication: Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.</p> <p>UNIT STANDARD CCFO SCIENCE</p> <p>Science and Technology: Use science and technology effectively and critically, showing responsibility towards the environment and health of others.</p> <p>UNIT STANDARD CCFO DEMONSTRATING</p> <p>Inter-relatedness of systems: Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.</p>	
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Unit Standard Name	Plant and establish herbaceous plants in landscaped areas	SAQA ID	264190	NQF Level	2	Credits	6
Specific Outcome 1:	Apply health and safety practices when working with herbaceous plants.						
S01	Assessment Criteria	Evidence Guide					
AC1	The personal protective clothing and equipment that should be used to provide protection to the worker while working with herbaceous plants is described in accordance with the company's procedures.	SA – Knowledge Assessment					
AC2	The personal protective equipment that should be used whilst conducting various herbaceous plant maintenance tasks are described in accordance with the company's procedures.	SA – Knowledge Assessment					
AC3	The safe use of hand tools are demonstrated and explained in respect of the possible injuries that may occur and according to company's procedures.	SA – Observational Assessment					
AC4	The safety practices that must be followed while handling hazardous chemicals are demonstrated in accordance with the company's procedures.	SA – Observational Assessment					
AC5	The importance of identifying any safety hazards in the workplace is explained and the reporting procedures that must be implemented are demonstrated in accordance with the company's procedures.	SA – Knowledge Assessment					
AC6	The reporting of a safety incident is explained in terms of the appropriate procedures to follow, as per the company's	SA – Knowledge Assessment					

	procedures.	
AC7	The benefits of utilising good housekeeping practices are explained in terms of the role that these procedures play in minimizing the occurrence of safety incidents.	SA – Knowledge Assessment
Specific Outcome 2:	Lift and divide herbaceous plants in the landscape.	
SO2	Assessment Criteria	Evidence Guide
AC1	The process of lifting and dividing herbaceous plants is explained in terms of the reasons why this practice is necessary.	SA – Knowledge Assessment
AC2	Common herbaceous plants that require lifting and dividing are listed and a description of the factors that indicate the need for lifting are given.	SA – Knowledge Assessment
AC3	The timing for the lifting and dividing of herbaceous plants is explained in terms of the season and ideal conditions that are required.	SA – Knowledge Assessment
AC4	The various methods of lifting herbaceous plants are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC5	The procedures for lifting a large clump of plants are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC6	The correct procedures for dividing a clump into separate plants are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC7	The reasons for trimming leaves and roots when dividing herbaceous plants are explained and the trimming methods that should be used are demonstrated in accordance with the company's procedures.	SA – Knowledge Assessment
AC8	The reasons why some herbaceous plants should not be divided are explained in terms of the impact that this practice has on their root system, examples of herbaceous plants that should not be divided are listed.	SA – Knowledge Assessment
Specific Outcome 3:	Lift, divide and store dormant bulbs and corms.	
SO3	Assessment Criteria	Evidence Guide
AC1	The reasons for lifting and storing dormant bulbs and corms are explained in terms of the provision of protection from rotting and borer damage.	SA – Knowledge Assessment
AC2	The importance of applying the correct timing for the lifting and storing dormant bulbs and corms is explained and the ideal timing for a range of common bulbs is given.	SA – Knowledge Assessment
AC3	The methods for lifting dormant bulbs and corms are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC4	The methods for dividing clumps of dormant bulbs or corms are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC5	The storage of dormant bulbs and corms is explained in terms of the environment that are required and the procedures for storing these are demonstrated in accordance with the company's procedures.	SA – Knowledge Assessment
AC6	The consequences of storing bulbs and corms in an unsuitable environment are explained in terms of the effects that this will have on the condition and feasibility for regrowth.	SA – Knowledge Assessment

Specific Outcome 4:		Prepare the soil for replanting herbaceous.
SO4	Assessment Criteria	Evidence Guide
AC1	The reasons why excess plant residue should be removed from the soil are explained in terms of the effects that the decomposition of the remnants will have on the fertility of the soil.	SA – Knowledge Assessment
AC2	The methods of obtaining the rough levelling of the soil are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC3	The procedures for the spreading and digging in of compost are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC4	The procedures for the final levelling and firming of the soil are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
Specific Outcome 5:		Prepare holes for planting.
SO5	Assessment Criteria	Evidence Guide
AC1	The necessity to set out the correct spacing for the plant holes is explained in terms of the eventual growth that these will achieve and the effect that is required.	SA – Knowledge Assessment
AC2	The various methods of achieving the correct spacing of plants are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC3	The necessity of digging the hole to the correct depth is explained in terms of the allowance for root growth and drainage.	SA – Knowledge Assessment
AC4	The preparation of a suitable hole is demonstrated in accordance with the company's procedures.	SA – Observational Assessment
Specific Outcome 6:		Plant, backfill and complete the planting of herbaceous plants and bulbs.
SO6	Assessment Criteria	Evidence Guide
AC1	The importance of planting bulbs, corms and rhizomes in an upright position is explained in terms of the plants natural upright growth habit.	SA – Knowledge Assessment
AC2	The consequences of planting plants too deeply or too high are described with relation to the mortality rates for these practices.	SA – Observational Assessment
AC3	The filling of soil around the plant (or bulb, corm, rhizome) is demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC4	The firming of the soil around the plant (or bulb, corm, rhizome) is demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC5	The consequences of not watering or providing insufficient watering to newly-planted plants are described in terms of the reduction in the survival rates of these plants.	SA – Knowledge Assessment
AC6	The watering of the plants after planting is demonstrated in accordance with the company's procedures.	SA – Observational Assessment

Essential Embedded Knowledge		Covered
1.	Planting techniques Soil Preparation Lifting, dividing and storing techniques	FA - Knowledge Assessment

Critical Cross-field Outcomes (CCFO)		Covered
1.	<p>UNIT STANDARD CCFO IDENTIFYING The learner is able to identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made by: Applying the correct techniques for the lifting and dividing of bulbs.</p> <p>UNIT STANDARD CCFO WORKING The learner is able to work effectively with others as a member of a team, group, organisation or communities by: Participating with others in the preparation of an area for the planting of herbaceous plants.</p> <p>UNIT STANDARD CCFO ORGANISING The learner is able to organise and manage oneself and one's activities responsibly and effectively by: Following the procedures for the lifting, dividing and storage of bulbs and corms.</p> <p>UNIT STANDARD CCFO COLLECTING The learner is able to collect, organise and critically evaluate information by: Noting the correct timing of the replanting schedules for the various bulbs.</p> <p>UNIT STANDARD CCFO COMMUNICATING The learner is able to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation by: Reporting on the status of the lifting and dividing process. Relaying information on any disease or damage that has been effected to the herbaceous plants.</p> <p>UNIT STANDARD CCFO SCIENCE The learner is able to use science and technology effectively and critically, showing responsibility towards the environment and health of others by: Utilising knowledge of the dormant periods of herbaceous plants to conduct soil improvement practices.</p>	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative

	<p>UNIT STANDARD CCFO DEMONSTRATING</p> <p>The learner is able to demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation: Evident in all Specific Outcomes.</p>	
	<p>UNIT STANDARD CCFO CONTRIBUTING</p> <p>The learner is able to contribute to the full personal development of themselves and the social and economic development of the society at large.</p>	

Unit Standard Name	Propagate plants from stem cuttings	SAQA ID	264188	NQF Level	2	Credits	5
Specific Outcome 1:	Describe the safety practices that must be adhered to when stem cuttings are taken.						
SO1	Assessment Criteria						Evidence Guide
AC1	The personal protective clothing and equipment that should be used while propagating plants is described in accordance with the company's procedures.						SA – Knowledge Assessment
AC2	The safe use of "cutting" knives and secateurs are explained and demonstrated according to procedures.						SA – Observational Assessment
AC3	Hazardous chemicals are handled safely in accordance with the company's procedures.						SA – Observational Assessment
AC4	The importance of reporting a safety incident is explained according to company's procedure.						SA – Knowledge Assessment
AC5	The benefits of utilising good housekeeping practices are explained in terms of the role that these procedures play in minimizing the occurrence of safety incidents.						SA – Knowledge Assessment
Specific Outcome 2:	Describe the necessary hygiene practices that must be followed when taking stem cuttings.						
SO2	Assessment Criteria						Evidence Guide
AC1	The importance of maintaining good personal hygiene when cutting conducting stems cuttings is explained in terms of the potential health risks to workers if these are ignored.						SA – Knowledge Assessment
AC2	The necessity of adhering to plant hygiene practices is explained in respect of the various ways in which plant diseases and viruses can be transmitted in the cutting environment.						SA – Knowledge Assessment
AC3	The potential dangers that plant diseases and viruses pose, are described in terms of the detrimental effects that these have on the crop/batch of plants that are being propagated.						SA – Knowledge Assessment
AC4	The limitations that detergents have in combating diseases and micro-organisms are explained in terms of their primary function in the cleaning process.						SA – Knowledge Assessment
AC5	The role that disinfectants play in sanitizing the cutting equipment is explained in respect of their effectiveness in destroying diseases and micro-organisms.						SA – Knowledge Assessment

AC6	Cutting equipment is cleaned and sanitised in accordance with the company's procedures.	
Specific Outcome 3: Take nodal stem cuttings from selected plant material for use in propagation.		
SO3	Assessment Criteria	Evidence Guide
AC1	The objectives of taking a nodal cutting are explained in respect of the processes that promote growth in the cutting.	SA – Knowledge Assessment
AC2	Examples of plant material that is commonly used for nodal cuttings are listed in terms of their ease of "take" and propagation.	SA – Knowledge Assessment
AC3	Plant material is prepared for nodal cuttings in accordance with the company's procedures.	SA – Observational Assessment
AC4	The importance of using the correct tools to take cuttings is explained in respect of the cleanliness of cut and stem protection effected by these tools.	SA – Knowledge Assessment
AC5	Nodal stem cuttings are taken in accordance with the company's procedures.	SA – Observational Assessment
Specific Outcome 4: Take stem cuttings from selected softwood plant material for use in propagation.		
SO4	Assessment Criteria	Evidence Guide
AC1	The objectives of taking a softwood cutting are explained in respect of the processes that promote growth in the cutting.	SA – Knowledge Assessment
AC2	Examples of commonly used softwood plant material are listed in terms of their ease of "take" and propagation.	SA – Knowledge Assessment
AC3	Softwood plant material is prepared for cuttings in accordance with the company's procedures.	SA – Observational Assessment
AC4	The importance of using the correct tools to take cuttings is explained in respect of the cleanness of cut and stem protection given by these tools.	SA – Knowledge Assessment
AC6	Softwood cuttings are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
Specific Outcome 5: Take stem cuttings from selected semi-hardwood plant material for use in propagation.		
SO5	Assessment Criteria	Evidence Guide
AC1	The objectives of taking a semi-hardwood cutting are explained in respect of the processes that promote growth in the cutting.	SA – Knowledge Assessment
AC2	Examples of commonly used semi-hardwood plant material are listed in terms of their ease of "take" and propagation.	SA – Knowledge Assessment
AC3	Examples of commonly used semi-hardwood plant material are listed in terms of their ease of "take" and propagation.	SA – Knowledge Assessment
AC4	Semi-hardwood is prepared for cutting in accordance with the company's procedures.	
AC5	The importance of using the correct tools to take cuttings is explained in respect of the cleanness of cut and stem protection given by these tools.	SA – Knowledge Assessment
Specific Outcome 6: Prepare the propagation containers and place the stem cuttings in the rooting media.		
SO6	Assessment Criteria	Evidence Guide
AC1	The process of stem rooting is explained in respect of the factors that encourage rooting and their role in the development of a new plant.	SA – Knowledge Assessment

AC2	The reasons for using rooting hormones are explained in terms of the benefits that these compounds have in the promotion of root formation.	SA – Knowledge Assessment
AC3	Rooting media is described in terms of its constituents and the role that they perform in the establishment of a rooted cutting.	SA – Knowledge Assessment
AC4	The filling of the container with rooting media is demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC5	The application of rooting hormone to the cutting and the placement of the cutting into the rooting medium is demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC6	The importance of labelling the containers correctly is explained in respect of the possible consequences that may occur if this is neglected.	SA – Knowledge Assessment
AC7	The procedures for labelling containers are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC8	The function of the stem cuttings propagation unit is explained in terms of its operation and role in the production of rooted cuttings.	SA – Knowledge Assessment
AC9	The importance of watering the cuttings immediately after placement is explained in respect to the protection from drying out and moistening of the rooting media.	SA – Knowledge Assessment
Specific Outcome 7:	Take care of stem cuttings to ensure successful plant production.	
SO7	Assessment Criteria	Evidence Guide
AC1	The importance of keeping the cuttings moist is explained in terms of maintaining a suitable environment to encourage rooting.	SA – Knowledge Assessment
AC2	The procedure for the inspection and regular removal of dead and rotted cuttings is demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC3	The importance of regularly checking for the presence of pests and disease amongst the cuttings is explained in respect of the danger to the batch/crop that can occur if the corrective actions are not timeously implemented.	SA – Knowledge Assessment
AC4	The necessity of conducting periodic checks of the cutting's status, is explained in terms of the need to confirm when rooting has taken place.	SA – Knowledge Assessment
Specific Outcome 8:	Harden off the rooted stem cuttings.	
SO8	Assessment Criteria	Evidence Guide
AC1	The reasons why rooted cuttings should be hardened off are explained in respect of the necessity to acclimatise the new plants to the outside environment.	SA – Knowledge Assessment
AC2	The preparations for the hardening off of the rooted cuttings are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC3	The importance of using the correct growth media for "planting on" is explained in terms of ensuring that the new plants will achieve the optimum growth.	SA – Knowledge Assessment
AC4	The practices for planting cuttings into containers demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC5	The correct placement of the rooted cuttings in the hardening off area is described in terms of phasing in the	SA – Knowledge Assessment

	acclimatisation to the different micro climates.	
AC6	The reasons for altering the depth and frequency of watering are explained in terms of the hardening off regimes.	SA – Knowledge Assessment
AC7	The methods of weeding the containers are demonstrated in accordance with the company's procedures.	SA – Observational Assessment

Essential Embedded Knowledge		Covered
1.	Stem cuttings care procedures Propagation techniques Hygiene practices Safety practices	FA - Knowledge Assessment

Critical Cross-field Outcomes (CCFO)		Covered
1.	<p>UNIT STANDARD CCFO IDENTIFYING The learner is able to identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made by: Applying plant propagation hygiene when conducting stem cuttings.</p> <p>UNIT STANDARD CCFO ORGANISING The learner is able to organise and manage oneself and one's activities responsibly and effectively by: Preparing the cutting materials and rooting media before conducting stem cuttings.</p> <p>UNIT STANDARD CCFO COMMUNICATING The learner is able to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation by: Compile lists of the completed cuttings and ensure that each batch is correctly labeled.</p> <p>UNIT STANDARD CCFO SCIENCE The learner is able to use science and technology effectively and critically, showing responsibility towards the environment and health of others by: Ensuring that all the equipment and cutting material are sanitised.</p> <p>UNIT STANDARD CCFO DEMONSTRATING The learner is able to demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation: Evident in all Specific Outcomes.</p>	<p>FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative</p>

	<p>UNIT STANDARD CCFO CONTRIBUTING</p> <p>The learner is able to contribute to the full personal development of themselves and the social and economic development of the society at large.</p> <p>Evident in all Specific Outcomes.</p>	
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Unit Standard Name	Schedule the application of water to plants and landscapes	SAQA ID	263995	NQF Level	2	Credits	3
Specific Outcome 1:	Demonstrate an understanding of the factors that influence the depletion of water in soils.						
SO1	Assessment Criteria			Evidence Guide			
AC1	The concept of evaporation is defined in terms of the loss of water from the soil according to theory.			SA – Knowledge Assessment			
AC2	The manner in which an increase in temperature results in an increase in the evaporation rate is explained in accordance with the vapour pressure of water.			SA – Knowledge Assessment			
AC3	The effects of wind speed are described in terms of the increases that occur in the evaporation rate according to theory.			SA – Knowledge Assessment			
AC4	The reasons why the water loss of areas that receive full sun are greater than those in shade are explained in terms of their evaporation rates according to theory.			SA – Knowledge Assessment			
AC5	The benefits of mulching are explained in relation to the positive effects that mulching has on the soil's moisture retention according to theory.			SA – Knowledge Assessment			
AC6	The effects of various humidity levels are explained in respect of the influence that these have on the evaporation rate according to theory.			SA – Knowledge Assessment			
AC7	The concept of transpiration is defined and the role that this plays in the depletion of the soils moisture levels is explained according to theory.			SA – Knowledge Assessment			
AC8	The environmental factors that influence transpiration are described in accordance with the manner in which they affect the plant's water usage according to theory.			SA – Knowledge Assessment			
AC9	The concept of evapotranspiration is explained in terms of the combined water losses from the soil and the plants according to theory.			SA – Knowledge Assessment			
Specific Outcome 2:	Recognise the effects that the seasons have on evapotranspiration rates and the adjustments that must be made to watering schedules to cope with these demands.						
SO2	Assessment Criteria			Evidence Guide			
AC1	The climatic conditions of the various seasons are described in terms of the influence that they have on evapotranspiration rates.			SA – Knowledge Assessment			
AC2	The reasons why the frequency of watering cycles is altered is explained in terms of the necessity to suit the changes in seasonal evapotranspiration.			SA – Knowledge Assessment			

AC3	The adjustment of the durations of watering cycles is explained in respect of the need to suit the seasonal changes in evapotranspiration.	SA – Knowledge Assessment
AC4	The reasons why the application of water to deciduous trees and shrubs is reduced for the duration of their dormancy period is explained according to theory.	SA – Knowledge Assessment
Specific Outcome 3:	Select the most appropriate climatic conditions and time of the day to schedule watering.	
SO3	Assessment Criteria	Evidence Guide
AC1	The effect that wind has on irrigation efficiency is explained in terms of the increase in volume required to cope with evaporation losses according to theory.	SA – Knowledge Assessment
AC2	The effect that wind has on the uniformity of irrigation application is explained in terms of the extra operating time that is necessary to compensate for the uneven distribution according to theory.	SA – Knowledge Assessment
AC3	The effect that air temperature has on evaporation is explained in respect of the irrigation that is required to compensate for the losses.	SA – Knowledge Assessment
AC4	The climatic conditions that are ideal for watering are described in terms of in which watering should be conducted are described according to theory.	SA – Knowledge Assessment
AC5	The most suitable time of day to schedule watering is indicated and the reasons for this are explained according to theory.	SA – Knowledge Assessment
AC6	The most unsuitable time of day to schedule watering is indicated and the reasons for this are explained according to theory.	SA – Knowledge Assessment
Specific Outcome 4:	Adjust the watering schedule to cope with prevailing climatic conditions and rainfall.	
SO4	Assessment Criteria	Evidence Guide
AC1	The influence that a heat wave has on the scheduling of watering is explained according to theory.	SA – Knowledge Assessment
AC2	The scheduling adjustments that are made when cool weather prevails are described according to theory.	SA – Knowledge Assessment
AC3	The effect that continual cloud cover has on the evapotranspiration rate and the adjustments to the watering schedule are described according to theory.	SA – Knowledge Assessment
AC4	The reading of the precipitation/rainfall in a rain gauge is demonstrated according to procedures.	SA – Observational Assessment
AC5	The occasions when a watering cycle may be skipped, are described according to theory.	SA – Knowledge Assessment
AC6	The procedures for reducing the watering duration to compensate for rainfall that has been received is demonstrated according to procedures.	SA – Observational Assessment
Specific Outcome 5:	Show an understanding of the importance of conducting frequent watering of seedlings and newly planted or transplanted plants.	
SO5	Assessment Criteria	Evidence Guide
AC1	The differences between the root depth and development of newly planted and established plants are described and the necessity to increase the application in newly planted areas is explained according to theory.	SA – Knowledge Assessment

AC2	The reasons why frequent watering of seedlings and newly planted or transplanted plants is required, are explained according to theory.	SA – Knowledge Assessment
AC3	The extra frequency of watering to allow for root loss or soil disturbance in transplanting is explained according to theory.	SA – Knowledge Assessment

Essential Embedded Knowledge		Covered
1.	Scheduled Watering Effects of different seasons Impact of climatic conditions Soil Water retention	FA - Knowledge Assessment

Critical Cross-field Outcomes (CCFO)		Covered
1.	<p>UNIT STANDARD CCFO IDENTIFYING The learner is able to identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made by: Schedule the watering according to the prevailing climatic conditions.</p> <p>UNIT STANDARD CCFO ORGANISING The learner is able to organise and manage oneself and one's activities responsibly and effectively by: Preparing to schedule an irrigation cycle by considering the season and the current climatic conditions.</p> <p>UNIT STANDARD CCFO COMMUNICATING The learner is able to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation by: Tabulating the amount of rainfall received and communicating this to their superior.</p> <p>UNIT STANDARD CCFO SCIENCE The learner is able to use science and technology effectively and critically, showing responsibility towards the environment and health of others by: Explaining the relationship between temperature and evaporation. Adjusting the amount of water given to dormant plants.</p> <p>UNIT STANDARD CCFO DEMONSTRATING</p>	<p>FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative</p>

	<p>The learner is able to demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation: Evident in all Specific Outcomes.</p> <p>UNIT STANDARD CCFO CONTRIBUTING</p> <p>The learner is able to contribute to the full personal development of themselves and the social and economic development of the society at large: Evident in all Specific Outcomes.</p>	
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Unit Standard Name	Clean interior plants	SAQA ID	264178	NQF Level	2	Credits	6
Specific Outcome 1:	Apply health and safety practices when cleaning interior plants.						
SO1	Assessment Criteria						Evidence Guide
AC1	The personal protective clothing and equipment that should be used while cleaning interior plants is identified and described in terms of the company's procedures.						SA – Knowledge Assessment
AC2	The specific items of personal protective clothing and equipment that must be worn when using hazardous chemicals are described in context of the protection that they afford the worker.						SA – Knowledge Assessment
AC3	The handling practices that must be adhered to when using hazardous chemicals are demonstrated in accordance with the company's procedures.						SA – Observational Assessment
AC4	The practices for the safe handling of toxic plant material are demonstrated in accordance with the company's procedures.						SA – Observational Assessment
AC5	The moving/transporting of plants/containers using safe lifting techniques are demonstrated in accordance with the company's procedures.						SA – Observational Assessment
AC6	The importance of identifying any hazards in the workplace is explained in terms of the aim of preventing safety incidents from occurring.						SA – Knowledge Assessment
Specific Outcome 2:	Recognise the importance that plant cleaning has on the health and sustainability of plants in an office environment.						
SO2	Assessment Criteria						Evidence Guide
AC1	The reasons for cleaning the leaf surfaces of indoor plants are explained in terms of the benefits that this has on the health of plants.						SA – Knowledge Assessment
AC2	The necessity to follow the recommended cleaning schedules for the various indoor environments is explained in terms of the specific requirements of these areas.						SA – Knowledge Assessment
AC3	The adverse effects that result from a lack of leaf cleaning are explained in terms of the impact that this has on a plant's pest and disease resistance.						SA – Knowledge Assessment
AC4	The role that light plays in optimising the process of photosynthesis is described in terms of the essential need of chlorophyll to ensure the sustainability of the plant.						SA – Knowledge Assessment

AC5	The effects that a build up of dirt and dust on the leaf's surface is described in respect of the reduction of light that is available for photosynthesis and the impact that this in turn has on the sustainability of the plant.	SA – Knowledge Assessment
AC6	The importance of plant cleaning is explained in terms of the role that this function plays in maintaining the quality of an interior display.	SA – Knowledge Assessment
Specific Outcome 3:	Describe the interior plant cleaning tools and equipment and demonstrate their correct usage.	
SO3	Assessment Criteria	Evidence Guide
AC1	The range of cleaning materials used on indoor plants is identified and their uses are described in terms of the functions that each performs.	SA – Knowledge Assessment
AC2	The range of cleaning agents that remove dirt from the surface of leaves are described in terms of the benefits that they have in the promotion of healthy and aesthetically pleasing plants.	SA – Knowledge Assessment
AC3	The correct use of the leaf cleaning equipment is demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC4	The procedures for inspecting and cleaning equipment before and after use are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
Specific Outcome 4:	Describe the principles and practices of plant cleaning and their application in the pre-delivery preparation of indoor plants.	
SO4	Assessment Criteria	Evidence Guide
AC1	The reasons why interior plants must be cleaned in accordance with the prescribed frequency are explained in respect to the necessity of maintaining their condition and quality.	SA – Knowledge Assessment
AC2	The importance of inspecting a plant for pest and diseases prior to cleaning is explained in terms of the prevention of further infestation.	SA – Knowledge Assessment
AC3	The methods and practices for inspecting a plant to ensure a thorough examination is conducted, are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC4	The remedial action for the control of pests and diseases is demonstrated as per the company procedures.	SA – Observational Assessment
AC5	The methods and practices for cleaning a range of plants to maintain and enhance their appearance, are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC6	The reasons for using a drip sheet when cleaning plants are explained in terms of the maintenance of a neat plant environment.	SA – Knowledge Assessment
AC7	The importance of altering the aspect of a plant is explained in terms of the effect that this has on its health and sustainability in an office environment.	SA – Knowledge Assessment
AC8	The necessity of conducting a post cleaning inspection of the plants is explained in terms of maintaining quality standards.	SA – Knowledge Assessment
AC9	The importance that plant cleaning plays is explained in terms of the gauging of the overall productivity of a plant maintenance technician.	SA – Knowledge Assessment
AC10	The methods and practices for cleaning various plant containers are demonstrated in accordance with the company's procedures.	SA – Observational Assessment

Specific Outcome 5:		Demonstrate an understanding of the role that plant cleaning plays in maintaining the aesthetic value of plants.
SO5	Assessment Criteria	Evidence Guide
AC1	The necessity of plant cleaning is explained in respect of the role that this plays in the maintenance of the aesthetics of an interior plant display.	SA – Knowledge Assessment
AC2	The importance of regular plant cleaning is explained in terms of the impact that this can have on a client's perception of the quality of service and maintenance.	SA – Knowledge Assessment
AC3	The build up of dirt on the leaves of indoor is explained in respect of the effects this has on the health and vigour of indoor plants.	SA – Knowledge Assessment
AC4	The adverse effects that the presence of dusty plants in an office environment is described in respect of the aggravation of the allergies to humans.	SA – Knowledge Assessment
AC5	The negative impact that poor plant maintenance is explained in terms of the influence that this has on the overall mood and moral of the office environment.	SA – Knowledge Assessment

Essential Embedded Knowledge		Covered
1.	Safety practices Plant cleaning procedures Pests or diseases on the plants. Plant maintenance procedures	FA - Knowledge Assessment

Critical Cross-field Outcomes (CCFO)		Covered
1.	<p>UNIT STANDARD CCFO IDENTIFYING The learner is able to identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made by: Applying knowledge of plant cleaning to conduct interior plant maintenance.</p> <p>UNIT STANDARD CCFO WORKING The learner is able to work effectively with others as a member of a team, group, organisation or communities by: Participating with others in the relocating and moving of indoor plants.</p> <p>UNIT STANDARD CCFO ORGANISING The learner is able to organise and manage oneself and one's activities responsibly and effectively by: Following the recommended cleaning schedules for the indoor plants.</p>	<p>FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative</p>

<p>UNIT STANDARD CCFO COLLECTING The learner is able to collect, organise and critically evaluate information by: Noting the range of cleaning materials used on indoor plants and the appropriate selection of these.</p> <p>UNIT STANDARD CCFO COMMUNICATING The learner is able to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation by: Relaying information on the frequency of plant cleaning and the particular reasons why this frequency is necessary.</p> <p>UNIT STANDARD CCFO SCIENCE The learner is able to use science and technology effectively and critically, showing responsibility towards the environment and health of others by: Recognising the adverse effects that a lack of leaf cleaning has on a plant's pest and disease resistance.</p> <p>UNIT STANDARD CCFO DEMONSTRATING The learner is able to demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation: Evident in all Specific Outcomes.</p> <p>UNIT STANDARD CCFO CONTRIBUTING The learner is able to contribute to the full personal development of themselves and the social and economic development of the society at large: Evident in all Specific Outcomes.</p>	
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Unit Standard Name	Treat floristry plant material	SAQA ID	119693	NQF Level	2	Credits	7
Specific Outcome 1:	Demonstrate a knowledge of the removal of excess foliage and thorns prior to commencing the floral arrangement.						
SO1	Assessment Criteria					Evidence Guide	
AC1	The reasons for the removal of excess foliage and thorns are explained.					SA – Knowledge Assessment	
Specific Outcome 2:	Demonstrate a knowledge of the removal of foliage and thorns that will be below water level.						
SO2	Assessment Criteria					Evidence Guide	
AC1	The reasons for the removal of the foliage and thorns that would be below the water level are explained.					SA – Knowledge Assessment	
AC2	The removal of foliage that would be below the water level is demonstrated.					SA – Observational Assessment	
AC3	The removal of thorns that would be below water the level is demonstrated.					SA – Observational Assessment	
Specific Outcome 3:	Demonstrate a knowledge of the removal of broken stems, flowers and foliage.						
SO3	Assessment Criteria					Evidence Guide	
AC1	The removal and re-cutting of broken stems is demonstrated.					SA – Observational Assessment	
Specific Outcome 4:	Explain the use of personal protective equipment and tools.						
SO4	Assessment Criteria					Evidence Guide	
AC1	The importance of wearing the correct PPC is explained.					SA – Knowledge Assessment	
AC2	The necessity to use the appropriate PPE is explained.					SA – Knowledge Assessment	
AC3	Items of PPE that should be used in the workplace are described.					SA – Knowledge Assessment	
Specific Outcome 5:	Demonstrate a knowledge of the need for re-cutting plant material.						
SO5	Assessment Criteria					Evidence Guide	
AC1	The reasons for re-cutting a stem are explained.					SA – Knowledge Assessment	
AC2	The plant type varieties that require underwater cutting are detailed.					SA – Knowledge Assessment	
AC3	The plant varieties that require inter-node cutting are described.					SA – Knowledge Assessment	
AC4	The reasons for slant-cutting are explained.					SA – Knowledge Assessment	
AC5	The procedures for cutting the stems are demonstrated.					SA – Observational Assessment	
Specific Outcome 6:	Utilize chemical conditioners and drying agents for the preservation of floral material.						
SO6	Assessment Criteria					Evidence Guide	
AC1	The benefits derived from using chemical conditioners are detailed.					SA – Knowledge Assessment	
AC2	The benefits of using germicides are described.					SA – Knowledge Assessment	
AC3	The benefits of using drying agents are detailed.					SA – Knowledge Assessment	

AC4	The procedures for the addition of germicides and chemical conditioners are demonstrated.	
Specific Outcome 7:		Demonstrate an understanding of the importance of conditioning plant material to ensure longevity.
S07	Assessment Criteria	Evidence Guide
AC1	The importance of conditioning the floral material is explained.	SA – Knowledge Assessment
AC2	The factors to consider in selecting the conditioning periods are described.	SA – Knowledge Assessment
AC3	The factors to consider in selecting the type of conditioning are explained.	SA – Knowledge Assessment
AC4	The conditioning periods of the major plant/flower foods are described.	SA – Knowledge Assessment
Specific Outcome 8:		Demonstrate an understanding of the need for the refrigeration of plant material to ensure longevity.
S07	Assessment Criteria	Evidence Guide
AC1	The consequences of over-chilling are explained.	SA – Knowledge Assessment
AC2	The criteria for refrigeration of plant material are described.	SA – Knowledge Assessment
AC3	The plants that require refrigeration are identified.	SA – Knowledge Assessment

Essential Embedded Knowledge		Covered
1.	Reflecting on and exploring a variety of strategies to learn more effectively. Participating as responsible citizens in the life of local, national and global communities. Being culturally and aesthetically sensitive across a range of social contexts. Exploring education and career opportunities. Developing entrepreneurial opportunities.	FA - Knowledge Assessment

Critical Cross-field Outcomes (CCFO)		Covered
1.	UNIT STANDARD CCFO IDENTIFYING Problem solving: Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made. Specific Outcome 1, 2, 3, 4 and 5	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative
2.	UNIT STANDARD CCFO WORKING Teamwork: Work effectively with others as a member of a team, group, organization or community. Specific outcome is embedded in the learning for this level of learner.	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative
3.	UNIT STANDARD CCFO ORGANISING Self organization and management: Organise and manage oneself and one's activities responsibly and effectively. Specific Outcome 1, 2, 3, 4 and 5	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative
4.	UNIT STANDARD CCFO COLLECTING Information evaluation: Collect, analyze, organize and critically evaluate information.	FA - Knowledge Assessment

	Specific Outcome 1, 2, 3, 4 and 5	SA – Workplace Assignment Personal Narrative
5.	UNIT STANDARD CCFO COMMUNICATING Communication: Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative
6.	UNIT STANDARD CCFO SCIENCE Science and Technology: Use science and technology effectively and critically, showing responsibility towards the environment and health of others. Specific Outcome 1, 2, 3, 4 and 5	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative

Instructions & Memorandum

You are required to complete the following:

FORMATIVE ASSESSMENT

“Formative Assessment refers to assessment that takes place during the process of learning and teaching” (SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26).

Your Formative Assessment consists of:

Class based activities

1. Knowledge Component: Knowledge Questions

These activities will be completed during the classroom or facilitated session and can be found in the learning material. Please answer all the questions provided and submit your answers with your portfolio of evidence.

2. Observation Assessment

To be completed by facilitator at the end of the course.

SUMMATIVE ASSESSMENT

“Summative Assessment is assessment for making a judgement about achievement. This is carried out when a learner is ready to be assessed at the end of a programme of learning” (SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26).

Your Summative Assessment consists of:

3. Personal Narrative

The personal narrative offers a chance for you to reflect on the financial requirements of a new venture and prove your competency in the application of the learning. The narrative is part of the practical component of your assessment and will review your understanding of the course material.

4. Logbook

Please complete the Log Book by following the instructions provided.

SUMMATIVE ASSESSMENT

2.1 KNOWLEDGE QUESTIONNAIRE

Instructions to the Learner: The following questions must be answered in filled giving examples where asked. Please read all the questions carefully and take time to consider your answer before recording it.

UNIT STANDARD: 119701 Create an awareness of environmental protection

Important Note: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

US REFERENCE: SO1 AC 1

1. Explain the condition or state of a natural resource when it is considered polluted. Make use of an example to explain your answer.

Pollution is the introduction of contaminants into the natural environment that cause adverse change.

US REFERENCE: SO1 AC2

2. List at least three (3) natural resources that can be subjected to pollution.

Water

Air

Soil

US REFERENCE: SO1 AC3

3. Explain the effect that pollution has on the functioning of eco-systems.

The effects in living organisms may range from mild discomfort to serious diseases such as cancer to physical deformities; ex., extra or missing limbs in frogs.

Experts admit that pollution effects are quite often underestimated and that more research is needed to understand the connections between pollution and its effects on all life forms.

US REFERENCE: SO1 AC4

4. Explain the effect that pollution has on the health and well-being of animals and humans.

We know that pollution causes not only physical disabilities but also psychological and behavioral disorders in people.

Water Pollution Effects

Waterborne diseases caused by polluted drinking water:

Typhoid

Amoebiasis

Giardiasis

Ascariasis

Hookworm

Waterborne diseases caused by polluted beach water:

Rashes, ear ache, pink eye

Respiratory infections

Hepatitis, encephalitis, gastroenteritis, diarrhoea, vomiting, and stomach aches

US REFERENCE: SO2 AC1

5. List the ways in which factories can pollute rivers and dams. Make use of an example to explain your answer.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO2 AC 2

6. List the long term effects of polluting rivers and dams.

Water supply / availability issues.

Health problems

US REFERENCE: SO2 AC3

7. Explain the importance of having unpolluted water for an ecological balance.

To ensure that the eco systems can function normally.

US REFERENCE: SO2 AC4

8. List two (2) factors that could cause the contamination of underground water.

Groundwater contamination occurs when man-made products such as gasoline, oil, road salts and chemicals get into the groundwater and cause it to become unsafe and unfit for human use. Some of the major sources of these products, called contaminants, are storage tanks, septic systems, hazardous waste sites, landfills, and the widespread use of road salts, fertilizers, pesticides and other chemicals.

US REFERENCE: SO3 AC1

9. Explain the effects of air pollution on the health and wellbeing of animals and man

Air Pollution Effects
Reduced lung functioning
Irritation of eyes, nose, mouth and throat
Asthma attacks
Respiratory symptoms such as coughing and wheezing
Increased respiratory disease such as bronchitis
Reduced energy levels
Headaches and dizziness
Disruption of endocrine, reproductive and immune systems
Neurobehavioral disorders
Cardiovascular problems
Cancer
Premature death

US REFERENCE: SO3 AC2

10. Explain the process of the trapping of polluted air by temperature inversion.

Normal situation: Pollution readily disperses into the atmosphere as the air cools with altitude
Temperature inversion: Pollution levels are trapped near ground level under a layer of warmer air

US REFERENCE: SO3 AC3

11. Explain the danger posed by high levels of CO₂ and CO in the atmosphere.

This could result in health issues and have an impact on global warming.

US REFERENCE: SO4 AC1

12. Explain the importance of need to reduce litter.

Litter impacts us in many ways. It pollutes our community, can decrease property values, reduces quality of life, can be hazardous to both humans and animals, and is costly to clean up.

US REFERENCE: SO4 AC2

13. List the effects that "dumping" has on the environment.

It can pollute the soil and underground water supplies.

US REFERENCE: SO4 AC3

14. Explain the typical hazards caused by the accumulation of waste.

Contamination risks and health risks.

US REFERENCE: SO5 AC1

15. Explain the importance of avoiding spilling of fuels and oils.

To avoid underground water source contamination and soil contamination.

US REFERENCE: SO5 AC2

16. Explain the correct procedures for the disposal of waste products. Make use of two (2) different examples to explain your answer.

Waste Product	Correct Disposal Procedure
As per the learner's specific example selected for use within the answer provided.	As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO5 AC3

17. List the dangers that toxic materials pose to humans, animals and plants.

Dangers to Humans	Dangers to Animals	Dangers to Plants
As per the learner's specific example selected for use within the answer provided.	As per the learner's specific example selected for use within the answer provided.	As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO5 AC4

18. List the correct procedures for the disposal of toxic waste.

Properly identify the exact type of waste and label / package it correctly. Identify the correct company to collect and dispose of the waste in the correct manner.

US REFERENCE: SO5 AC5

19. Explain the role that good housekeeping plays in the prevention of pollution. Make use of an example to explain your answer.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO5 AC6

20. List the principles of maintaining a litter-free environment in the workplace.

Recycle where possible. Make use of products manufactured by recycled products.

US REFERENCE: SO6 AC 1

21. Explain the importance and need for recycling.

Harmful chemicals and greenhouse gasses are released from rubbish in landfill sites. Recycling helps to reduce the pollution caused by waste.
 Habitat destruction and global warming are some the affects caused by deforestation. Recycling reduces the need for raw materials so that the rainforests can be preserved.
 Huge amounts of energy are used when making products from raw materials. Recycling requires much less energy and therefore helps to preserve natural resources.

US REFERENCE: SO6 AC2

22. List at least three (3) different examples of materials which could be recycled.

As per the learner's specific example selected for use within the answer provided.

UNIT STANDARD: 264190 Plant and establish herbaceous plants in landscaped areas

Important Note: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

US REFERENCE: SO1 AC1/2

23. List the personal protective clothing and equipment that should be used to provide protection to the worker while working with herbaceous plants.

Eye wear and gloves.

US REFERENCE: SO1 AC5

24. Explain the importance of identifying any safety hazards in the workplace.

To avoid accidents and injuries from occurring.

US REFERENCE: SO1 AC6

25. Explain the correct reporting procedure which should be followed to report a safety incident in your workplace.

As per the learner's specific organisational policies and procedures.

US REFERENCE: SO1 AC7

26. Explain the benefits of utilising good housekeeping practices in order to minimise the occurrence of safety incidents.

To avoid accidents and injuries to personnel at work.

US REFERENCE: SO2 AC1/2

27. Give examples of two (2) herbaceous plants and explain the correct procedure for lifting and dividing them as well as the importance of doing it in this manner.

Plant	Procedure	Importance
As per the examples use by the learner in the answer provided.	As per the examples use by the learner in the answer provided.	As per the examples use by the learner in the answer provided.

US REFERENCE: SO2 AC3

28. Explain the timing for the lifting and dividing of herbaceous plants in terms of the season and ideal conditions that is required.

During certain times in the seasons (and specific seasons alike) it may be dangerous to the plant's health to be moved.

US REFERENCE: SO2 AC7

29. List the reasons for trimming leaves and roots when dividing herbaceous plants.

To ensure and promote optimum health and growth levels.

US REFERENCE: SO2 AC8

30. Explain why some herbaceous plants should not be divided.

To avoid growth and plant health problems.

US REFERENCE: SO3 AC1

31. Explain what should be done to protect dormant bulbs and corms during the lifting and storing process.

Can be wrapped and placed into protective growth facilitating containers.

US REFERENCE: SO3 AC 2

32. Explain the importance of applying the correct timing for the lifting and storing dormant bulbs and corms.

During certain times in the seasons (and specific seasons alike) it may be dangerous to the plant's health to be moved.

US REFERENCE: SO3 AC6

33. List the consequences of storing bulbs and corms in an unsuitable environment.

This may lead to growth and plant health problems.

US REFERENCE: SO4 AC1

34. Explain why excess plant residue should be removed from the soil.

Plant residues may actually remove available nutrients from the soil.

US REFERENCE: SO5 AC1/3

35. Explain the importance of setting out the correct spacing as well as hole-depth for the plant holes.

To promote plant health and optimum plant growth.

US REFERENCE: SO6 AC1

36. Explain the importance of planting bulbs, corms and rhizomes in an upright position.

To ensure for proper forming and growth of the plant.

US REFERENCE: SO6 AC 2

37. List the consequences of planting plants too deeply or too high.

Roots may not set or grow correctly and may have an adverse impact on the plants ability to grow effectively.

US REFERENCE: SO6 AC5

38. List the consequences of not watering or providing insufficient watering to newly-planted plants.

This will lead to growth and plant health problems.

UNIT STANDARD: 264188 Propagate plants from stem cuttings

Important Note: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

US REFERENCE: SO1 AC 1

39. List the personal protective clothing and equipment that should be used while propagating plants.

Eye wear and gloves.

US REFERENCE: SO1 AC4

40. Explain the importance of reporting a safety incident

To ensure that accurate records of incidents and safety occurrence's are maintained by the organisation.

US REFERENCE: SO1 AC5/2 AC 2

41. List the benefits of utilising good housekeeping and hygiene practices to minimizing the occurrence of safety incidents.

To avoid accidents and injuries to personnel at work.

US REFERENCE: SO2 AC1

42. Explain the importance of maintaining good personal hygiene when cutting conducting stems cuttings.

To avoid cross-contamination.

US REFERENCE: SO2 AC2

43. List the potential dangers that plant diseases and viruses pose.

Could be transmitted to humans or to other plants and animals.

US REFERENCE: SO2 AC4

44. List the limitations that detergents have in combating diseases and micro-organisms.

Detergents only remove surface infestations and cannot remove internal plant infections which may be present.

US REFERENCE: SO2 AC5

45. Explain the role that disinfectants play in sanitizing the cutting equipment.

Avoids cross-contamination from occurring.

US REFERENCE: SO3 AC1

46. List the objectives of taking a nodal cutting.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO3 AC2

47. Give two (2) examples of plant material that is commonly used for nodal cuttings.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO3 AC4

48. List the importance of using the correct tools to take cuttings.

To avoid damage to the stems.

US REFERENCE: SO4 AC1

49. List the objectives of taking a softwood cutting

To facilitate and minimise growth times.

US REFERENCE: SO4 AC2

50. Give two (2) examples of commonly used softwood plant material.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO4 AC4

51. Explain the importance of using the correct tools to take cuttings.

To avoid damage to the plant.

US REFERENCE: SO5 AC1

52. List the objectives of taking a semi-hardwood cutting.

To facilitate and minimise growth times.

US REFERENCE: SO5 AC2

53. List two (2) examples of commonly used semi-hardwood plant material.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO5 AC4

54. Explain the importance of using the correct tools to take cuttings.

To avoid damage to the plant.

US REFERENCE: SO6 AC1

55. Explain the process of stem rooting in respect of the factors that encourage rooting.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO6 AC2/3

56. List examples of rooting media and give reasons for using rooting hormones.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO6 AC6

57. Explain the importance of labelling the containers correctly.

To ensure for accurate identification, storage and retrieval procedures.

US REFERENCE: SO6 AC8

58. List the function of the stem cuttings propagation.

To facilitate the plant's growth and health up to the point of planting.

US REFERENCE: SO6 AC9

59. Explain the importance of watering the cuttings immediately after placement.

To ensure for proper forming, health and growth of the plant.

US REFERENCE: SO7 AC1

60. Explain the importance of keeping the cuttings moist.

To avoid drying out of the stem cuttings and to ensure for optimum health.

US REFERENCE: S07 AC3

61. Explain the importance of regularly checking for the presence of pests and disease amongst the cuttings.

To identify and act on the problem at an early stage and to avoid infections of all the plants.

US REFERENCE: S07 AC4

62. Explain the need for conducting periodic checks of the cutting's status.

To be able to identify and deal with possible issues quickly and to avoid potential growth problems.

US REFERENCE: S08 AC 1

63. Explain why rooted cuttings should be hardened off.

To ensure that they are rigid to facilitate and promote transfer and growth.

US REFERENCE: S08 AC 3

64. Explain the importance of using the correct growth media for "planting on".

To ensure that the growth media contains the necessary components necessary to facilitate the plants growth.

US REFERENCE: S08 AC5

65. Explain the correct placement procedure of the rooted cuttings in the hardening off area.

To promote plant growth through effective placement.

US REFERENCE: S08 AC6

66. List the possible reasons for altering the depth and frequency of watering.

To ensure for adequate soil water retention to promote the plants growth and health.

UNIT STANDARD: 263995 Schedule the application of water to plants and landscapes

Important Note: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

US REFERENCE: S01 AC1

67. Explain the concept of evaporation in terms of the loss of water from the soil.

Soil evaporation is maximized if there is a shallow groundwater table, a hot and dry climate, bare surface exposed to sunlight and wind, and a uniform fine-grained soil. Perhaps the most important factor in the amount of soil evaporation is the proximity of the water table. If the water table is very shallow (within a meter or so), water will be continually supplied from the water table upward to the soil surface. This type of evaporation is often termed water table evaporation. In this case, soil evaporation will be controlled largely by climatic conditions at the soil surface.

US REFERENCE: S01 AC2

68. Explain the manner in which an increase in temperature results in an increase in the evaporation rate.

High soil moisture will produce high evaporation, especially if temperatures warm significantly during the day. This evaporation will produce evaporative cooling. Although the temperature warms during the day, the evaporation does prevent the temperature from getting as warm as it otherwise would have.

US REFERENCE: S01 AC3

69. List the effects of wind speed in relation to the increases that occur in the evaporation rate according to theory.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: S01 AC4

70. List the reasons why the water losses of areas that receive full sun are greater than those in shade.

Evaporation increases.

US REFERENCE: SO1 AC5

71. List the benefits of mulching in relation to the positive effects that mulching has on the soil's moisture retention capabilities.

It assists in retaining an optimum soil moisture level.

US REFERENCE: SO1 AC 6

72. Explain the effects of various humidity levels in terms of its influence on the evaporation rate.

The more humidity there is in the air, the less space for evaporation there will be.
Humidity High=Evaporation Low and vice versa.

US REFERENCE: SO1 AC7

73. Explain the concept of transpiration and the role that this plays in the depletion of the soils moisture levels. Make use of an example to explain your answer.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO1 AC8

74. List the environmental factors that influence transpiration.

Environmental factors that affect the rate of transpiration

1. Light
Plants transpire more rapidly in the light than in the dark. This is largely because light stimulates the opening of the stomata. Light also speeds up transpiration by warming the leaf.
2. Temperature
Plants transpire more rapidly at higher temperatures because water evaporates more rapidly as the temperature rises. At 30°C, a leaf may transpire three times as fast as it does at 20°C.
3. Humidity
The rate of diffusion of any substance increases as the difference in concentration of the substances in the two regions increases. When the surrounding air is dry, diffusion of water out of the leaf goes on more rapidly.
4. Wind
When there is no breeze, the air surrounding a leaf becomes increasingly humid thus reducing the rate of transpiration. When a breeze is present, the humid air is carried away and replaced by drier air.
5. Soil water
A plant cannot continue to transpire rapidly if its water loss is not made up by replacement from the soil. When absorption of water by the roots fails to keep up with the rate of transpiration, loss of turgor occurs, and the stomata close. This immediately reduces the rate of transpiration (as well as of photosynthesis). If the loss of turgor extends to the rest of the leaf and stem, the plant wilts.

US REFERENCE: SO1 AC9

75. Explain the concept of evapotranspiration is explained in terms of the combined water losses from the soil and the plants. Make use of an example to explain your answer.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO2 AC1

76. List the climatic conditions of at least three (3) different seasons.

Season 1:
Conditions
As per the learner's specific example selected for use within the answer provided.
Season 2:
Conditions
As per the learner's specific example selected for use within the answer provided.
Season 3:
Conditions

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO2 AC 2/3

77. List the reasons why the frequency of watering cycles is altered.

To facilitate the optimum water levels for soil fertility and plant growth.

US REFERENCE: SO2 AC4

78. Explain why the application of water to deciduous trees and shrubs is reduced for the duration of their dormancy period.

To facilitate the optimum water levels for soil fertility and plant growth.

US REFERENCE: SO3 AC1

79. Explain the effect that wind has on irrigation efficiency.

Wind may alter the fall pattern of water / irrigation and therefore should be taken into consideration when irrigating.

US REFERENCE: SO3 AC2

80. Explain the effect that wind has on the uniformity of irrigation application in terms of the extra operating time that is necessary to compensate for the uneven distribution.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO3 AC3

81. Explain the effect that air temperature has on evaporation.

The more humidity there is in the air, the less space for evaporation there will be.
Humidity High=Evaporation Low and vice versa.

US REFERENCE: SO3 AC4

82. List the ideal climatic condition required for watering.

Little wind impact. Cold temperatures.

US REFERENCE: SO3 AC5

83. Identify the most suitable and unsuitable time of day to schedule watering.

Most Suitable

As per the learner's specific example selected for use within the answer provided.

Most Unsuitable

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO4 AC1

84. Explain the influence that a heat wave has on the scheduling of watering.

Reduces the need and frequency of watering.

US REFERENCE: SO4 AC2

85. Explain the scheduling adjustments that are made when cool weather prevails.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO4 AC3

86. List the effect that continual cloud cover has on the evapotranspiration rate.

The more humidity there is in the air, the less space for evaporation there will be.
Humidity High=Evaporation Low and vice versa.

US REFERENCE: SO4 AC4

87. List the occasions when a watering cycle may be skipped.

Natural rain, strong winds, heat wave.

US REFERENCE: SO5 AC1

88. List the differences between the root depth and development of newly planted and established plants and the importance to increase the application in newly planted areas.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO5 AC2

89. Explain the reasons why frequent watering of seedlings and newly planted or transplanted plants is required.

To facilitate the optimum water levels for soil fertility and plant growth.

US REFERENCE: SO5 AC3

90. Explain why extra frequency of watering to allow for root loss or soil disturbance in transplanting is required.

To facilitate the optimum water levels for soil fertility and plant growth.

UNIT STANDARD: 264178 Clean interior plants

Important Note: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

US REFERENCE: SO1 AC1

91. List the personal protective clothing and equipment that should be used while cleaning interior plants.

Eye wear and gloves.

US REFERENCE: SO1 AC2

92. List the specific items of personal protective clothing and equipment that must be worn when using hazardous chemicals.

Overall, protective shoes, protective eye wear and gloves.

US REFERENCE: SO1 AC6

93. Explain the importance of identifying any hazards in the workplace.

To avoid accidents and injuries from occurring.

US REFERENCE: SO2 AC1

94. Explain the reasons for cleaning the leaf surfaces of indoor plants.

To promote optimum light / water surface contact and to remove excess debris.

US REFERENCE: SO2 AC2

95. Explain the importance to follow the recommended cleaning schedules for the various indoor environments.

To ensure for and promote the optimum condition required for plant growth and formation.

US REFERENCE: SO2 AC3

96. List the possible adverse effects that result from a lack of leaf cleaning.

Plant health problems may arise and growth may be affected.

US REFERENCE: SO2 AC4

97. Explain the role that light plays in optimising the process of photosynthesis.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO2 AC5

98. Explain the effects that a build-up of dirt and dust has on the leaf's surface in terms of the reduction of light that is available for photosynthesis and the impact that this in turn has on the sustainability of the plant.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO2 AC6

99. Explain the importance of plant cleaning in terms of the role that this function plays in maintaining the quality of an interior display.

To ensure for and promote the optimum condition required for plant growth and formation.

US REFERENCE: SO3 AC1

100. Give three examples of materials used to effectively clean indoor plants and explain the use/application of each of the materials.

Indoor Plant Cleaning Materials	Application and use
As per the learner's specific example selected for use within the answer provided.	As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO3 AC2

101. Give three examples of agents used to effectively clean indoor plants and explain the use/application of each of the agents.

Indoor Plant Cleaning Agents	Application and use
As per the learner's specific example selected for use within the answer provided.	As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO4 AC1

102. List the reasons why interior plants must be cleaned in accordance with the prescribed frequency.

To ensure for and promote the optimum condition required for plant growth and formation.

US REFERENCE: SO4 AC2

103. Explain the importance of inspecting a plant for pest and diseases prior to cleaning.

To avoid spreading the infection to other areas of the plant.

US REFERENCE: SO4 AC6

104. List the reasons for using a drip sheet when cleaning plants.

To facilitate the optimum water levels for soil fertility and plant growth.

US REFERENCE: SO4 AC7

105. Explain the importance of altering the aspect of a plant in terms of the effect that this has on its health and sustainability in an office environment.

To ensure for and promote the optimum condition required for plant growth and formation.

US REFERENCE: SO4 AC8

106. Explain the importance of conducting a post cleaning inspection of the plants.

To check for any remaining marks and issues remaining visible on the plant's surface after the cleaning process.

US REFERENCE: SO4 AC9

107. Explain the importance that plant cleaning plays in the gauging of the overall productivity of a plant maintenance technician.

Plant cleaning is a vitally important responsibility of a plant maintenance technician.

US REFERENCE: SO5 AC1

108. Explain the necessity of plant cleaning in respect of the role that this plays in the maintenance of the aesthetics of an interior plant display.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO5 AC2

109. Explain the importance of regular plant cleaning in terms of the impact that this can have on a client's perception of the quality of service and maintenance.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO5 AC3

110. Explain the impact of the build-up of dirt on the leaves of indoor plants.

May result in improper growth.

US REFERENCE: SO5 AC4

111. List the adverse effects that the presence of dusty plants in an office environment.

May lead to breathing and health problems for humans.

US REFERENCE: SO5 AC 5

112. Explain what negative impact that poor plant maintenance has on the overall mood and moral of the office environment.

As per the learner's specific example selected for use within the answer provided.

UNIT STANDARD: 119693 Treat floristry plant material

Important Note: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

US REFERENCE: SO1 AC1

113. Explain why it's important to remove the excess foliage and thorns from plants.

To ensure for and promote the optimum condition required for plant growth and formation.

US REFERENCE: SO2 AC1

114. Explain why it's important to remove the foliage and thorns that are below the water level.

To ensure for and promote the optimum condition required for plant growth and formation.

US REFERENCE: SO4 AC1/2

115. Explain the importance of selecting and wearing the correct PPC for the task being performed.

To avoid damage or injuries from occurring.

US REFERENCE: SO5 AC1

116. Explain the reasons for re-cutting a stem.

To ensure for and promote the optimum condition required for plant growth and formation.

US REFERENCE: SO5 AC2

117. List two (2) examples of plant varieties that require underwater cutting / trimming.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO5 AC 3

118. List two (2) examples of plant varieties that require inter-node cutting / trimming.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO5 AC4

119. Explain the reasons for using a slant-cutting method. Make use of an example to explain your answer.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: SO6 AC1

120. List the benefits from using chemical conditioners.

To promote and assist with plant health and growth in areas where assistance may be required.

US REFERENCE: SO6 AC2

121. List the benefits of using germicides.

To avoid health problems with plants and to protect against infections.

US REFERENCE: S06 AC3

122. List the benefits of using drying agents.

To ensure for and promote the optimum condition required for plant growth and formation.

US REFERENCE: S06 AC4

123. Explain the procedures for the addition of germicides and chemical conditioners.

Follow manufacturer's instructions for the type of plants it is being used for.

US REFERENCE: S07 AC 1

124. Explain the importance of conditioning the floral material.

To ensure for and promote the optimum condition required for plant growth and formation.

US REFERENCE: S07 AC2/3

125. List the factors to consider when selecting the correct conditioning types and periods. Make use of an example to explain your answer.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: S07 AC4

126. Explain the conditioning periods of the major plant/flower foods. Make use of an example to explain your answer.

As per the learner's specific example selected for use within the answer provided.

US REFERENCE: S08 AC1

127. List the consequences of over-chilling.

May damage the plant itself and hinder plant health / growth levels.

US REFERENCE: S08 AC2

128. List the criteria for the refrigeration of plant material.

Must be done at the correct temperature and at no longer than the maximum time.

US REFERENCE: S08 AC3

129. Identify two (2) examples of plants that require refrigeration.

As per the learner's specific example selected for use within the answer provided.

FOR ASSESSOR

File Checked:

Date	Assessor Signature

This is to verify that the learner has completed all the above and has achieved competence.

Assessor Name: _____ Assessor Reg. No: _____

Assessor Signature _____ Date: _____

This is to verify that the assessor has observed me in the workplace.

Learners Name: _____ Learners Reg No: _____

Learners Signature: _____ Date: _____

2. OBSERVATION ASSESSMENT

This Observation Assessment will be completed by the facilitator/assessor based on the learner's performance.

UNIT STANDARD: 119701 Create an awareness of environmental protection

The assessor to complete the following: Remember to cover all range items. Assessor to record observations of learner's performances and / or make clear references to evidence attached in the spaces provided.

US REFERENCE: SO6 AC4

1. Demonstrate a commitment to recycle all waste / surplus material in the workplace.

Dates:

Observe the learner effectively committing to and completing recycling procedures as implemented by the organisation.

UNIT STANDARD: 264190 Plant and establish herbaceous plants in landscaped areas

The assessor to complete the following: Remember to cover all range items. Assessor to record observations of learner's performances and / or make clear references to evidence attached in the spaces provided.

US REFERENCE: SO1 AC3

2. The safe use of hand tools are demonstrated and explained in respect of the possible injuries that may occur and according to company's procedures.

Dates:

Observe the learner correctly identifying the suitable tool for the task, holding and using it correctly.

US REFERENCE: SO1 AC4

3. The safety practices that must be followed while handling hazardous chemicals are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner wearing the correct PPE equipment when working with hazardous chemicals.

US REFERENCE: SO1 AC5

4. The reporting procedures that must be implemented are demonstrated in accordance with the company's procedures.

Dates:

Attach a product sample of a report as compiled and generated by the learner to report on information pertaining to their responsibilities within the organisation.

US REFERENCE: SO2 AC4

5. The various methods of lifting herbaceous plants are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner making use of the correct containers and lifting equipment to lift the plants in accordance with organisational policies and procedures.

US REFERENCE: SO2 AC5

6. The procedures for lifting a large clump of plants are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner making use of the correct containers and lifting equipment to lift the plants in accordance with organisational policies and procedures.

US REFERENCE: SO2 AC 6

7. The correct procedures for dividing a clump into separate plants are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner making use of the correct containers and techniques to divide the plants in accordance with organisational policies and procedures.

US REFERENCE: SO3 AC3

8. The methods for lifting dormant bulbs and corms are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner making use of the correct containers and lifting equipment to lift the plants in accordance with organisational policies and procedures.

US REFERENCE: SO3 AC4

9. The methods for dividing clumps of dormant bulbs or corms are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner making use of the correct containers and techniques to divide the plants in accordance with organisational policies and procedures.

US REFERENCE: SO3 AC5

10. The storage of dormant bulbs and corms are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner making use of the correct storage containers and techniques to store the plants in accordance with organisational policies and procedures.

Q: Explain why it is important to follow these procedures?

A: To promote the plants health and for optimum growth.

US REFERENCE: SO4 AC2

11. The methods of obtaining the rough levelling of the soil are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner effectively levelling the top soil in line with their organisational policies and procedures.

US REFERENCE: SO4 AC3

12. The procedures for the spreading and digging in of compost are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner effectively spreading and inserting the compost in line with their organisational policies and procedures.

US REFERENCE: SO4 AC4

13. The procedures for the final levelling and firming of the soil are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner effectively completing the final levelling the top soil in line with their organisational policies and procedures.

US REFERENCE: SO5 AC2

14. The various methods of achieving the correct spacing of plants are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner making use of a spacer / tool to adjust and identify the correct spacings for the planting of plants.

US REFERENCE: SO5 AC4

15. The preparation of a suitable hole is demonstrated in accordance with the company's procedures.

Dates:
Observe the learner making and preparing a suitable sized hole for the planting of the plant in line with organisational policies and procedures.

US REFERENCE: SO6 AC3

16. The filling of soil around the plant (or bulb, corm, rhizome) is demonstrated in accordance with the company's procedures.

Dates:
Observe the learner re-filling the plant hole with soil in line with organisational policies and procedures.

US REFERENCE: SO6 AC4

17. The firming of the soil around the plant (or bulb, corm, rhizome) is demonstrated in accordance with the company's procedures.

Dates:
Observe the learner pressing and firming the soil in the plant hole in line with organisational policies and procedures.

US REFERENCE: SO6 AC6

18. The watering of the plants after planting is demonstrated in accordance with the company's procedures.

Dates:
Observe the learner completing the watering of the plants in accordance with the set schedule and in line with the organisational policies and procedures.

UNIT STANDARD: 264188 Propagate plants from stem cuttings

The assessor to complete the following: Remember to cover all range items. Assessor to record observations of learner's performances and / or make clear references to evidence attached in the spaces provided.

US REFERENCE: SO1 AC2

19. The safe use of "cutting" knives and secateurs are demonstrated according to procedures.

Dates:
Observe the learner making use of safe cutting techniques in accordance with organisational procedures.
Q: Explain why it is important to follow the correct procedure.
A: To ensure for the safety of yourself and others during the cutting procedures.

US REFERENCE: SO1 AC 3

20. Hazardous chemicals are handled safely in accordance with the company's procedures.

Dates:

Observe the learner using and handling hazardous chemicals by using PPE and the correct techniques and procedures as prescribed by the manufacturer and the organisation.

US REFERENCE: SO2 AC 6

21. Cutting equipment is cleaned and sanitised in accordance with the company's procedures.

Dates:

Observe the learner making use of the correct cleaning agents and materials to effectively clean and sanitise the cutting equipment.

US REFERENCE: SO3 AC 3

22. Plant material is prepared for nodal cuttings in accordance with the company's procedures.

Dates:

Observe the learner effectively preparing the plant material in accordance of the organisational policies and procedures as required for the nodal cuttings.

US REFERENCE: SO3 AC 5

23. Nodal stem cuttings are taken in accordance with the company's procedures.

Dates:

Observe the learner completing the nodal stem cuttings correctly without damaging the plant.

US REFERENCE: SO4 AC3

24. Softwood plant material is prepared for cuttings in accordance with the company's procedures.

Dates:

Observe the learner effectively preparing the softwood plant material in accordance with the organisational policies and procedures.

US REFERENCE: SO AC

25. Softwood cuttings are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner completing the softwood cuttings correctly without damaging the plant.

US REFERENCE: SO5 AC 3

26. Semi-hardwood is prepared for cutting in accordance with the company's procedures.

Dates:

Observe the learner effectively preparing the semi-hardwood plant material in accordance with the organisational policies and procedures.

US REFERENCE: SO5 AC 5

27. Semi-hardwood cuttings are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner completing the semi-hardwood cuttings correctly without damaging the plant.

US REFERENCE: SO6 AC4

28. The filling of the container with rooting media is demonstrated in accordance with the company's procedures.

Dates:

Observe the learner effectively filling the container with the rooting media gathered in line with organisational policies and procedures.

US REFERENCE: S06 AC5

29. The application of rooting hormone to the cutting and the placement of the cutting into the rooting medium is demonstrated in accordance with the company's procedures.

Dates:
Observe the learner effectively applying the root hormone through effective cutting in line with organisational policies and procedures.

US REFERENCE: S06 AC 7

30. The procedures for labelling containers are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner labelling the containers accurately in line with organisational protocol and procedures.

US REFERENCE: S07 AC 2

31. The procedure for the inspection and regular removal of dead and rotted cuttings is demonstrated in accordance with the company's procedures.

Dates:
Observe the learner effectively inspecting and removing dead/rotten cuttings from the plants in accordance with the organisational policies and procedures.

US REFERENCE: S08 AC 2

32. The preparations for the hardening off of the rooted cuttings are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner completing the require preparations in line with the organisational policies and procedures.

US REFERENCE: S08 AC4

33. The practices for planting cuttings into containers demonstrated in accordance with the company's procedures.

Dates:
Observe the learner adhering to the standardised practices for re-planting cuttings into containers in line with organisational policies and procedures.

US REFERENCE: S08 AC7

34. The methods of weeding the containers are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner effective completing the weeding of the containers in line with organisational policies and procedures.

UNIT STANDARD: 263995 Schedule the application of water to plants and landscapes

The assessor to complete the following: Remember to cover all range items. Assessor to record observations of learner's performances and / or make clear references to evidence attached in the spaces provided.

US REFERENCE: S04 AC 4

35. The reading of the precipitation/rainfall in a rain gauge is demonstrated according to procedures.

Dates:
Observe the learner effectively reading and determining the precipitation/rainfall in a rain gauge.

36. The procedure for reducing the watering duration to compensate for rainfall that has been received is demonstrated according to procedures.

Dates:
Observe the learner completing procedures to reduce the watering duration and compensating for rainfall as accurately as possible.

UNIT STANDARD: 264178 Clean interior plants

The assessor to complete the following: Remember to cover all range items. Assessor to record observations of learner's performances and / or make clear references to evidence attached in the spaces provided.

37. The handling practices that must be adhered to when using hazardous chemicals are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner using and handling hazardous chemicals by using PPE and the correct techniques and procedures as prescribed by the manufacturer and the organisation.

38. The practices for the safe handling of toxic plant material are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner using and handling hazardous plant material by using PPE and the correct techniques and procedures as prescribed by the organisation.

39. The moving/transporting of plants/containers using safe lifting techniques are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner making use of the correct lifting/transporting equipment in line with organisational policies and procedures.

40. The correct use of the leaf cleaning equipment is demonstrated in accordance with the company's procedures.

Dates:
Observe the learner effectively and gently completing the leaf cleaning using the correct materials and equipment in line with organisational policies and procedures.

41. The procedures for inspecting and cleaning equipment before and after use are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner effectively and gently completing the leaf cleaning using the correct materials and equipment in line with organisational policies and procedures.

42. The methods and practices for inspecting a plant to ensure a thorough examination is conducted, are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner effectively and gently inspecting the plant using the correct materials and equipment in line with organisational policies and procedures.

US REFERENCE: SO4 AC 4

43. The remedial action for the control of pests and diseases is demonstrated as per the company procedures.

Dates:

Observe the learner effectively identifying the correct agent and applying the germicides as per the manufacturer's and organisational instructions.

US REFERENCE: SO4 AC5

44. The methods and practices for cleaning a range of plants to maintain and enhance their appearance, are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner effectively and gently completing the plant cleaning using the correct materials and equipment in line with organisational policies and procedures.

US REFERENCE: SO4 AC10

45. The methods and practices for cleaning various plant containers are demonstrated in accordance with the company's procedures.

Dates:

Observe the learner effectively cleaning the plant containers using the correct materials and equipment in line with organisational policies and procedures.

UNIT STANDARD: 119693 Treat floristry plant material

The assessor to complete the following: Remember to cover all range items. Assessor to record observations of learner's performances and / or make clear references to evidence attached in the spaces provided.

US REFERENCE: SO2 AC2

46. The removal of foliage that would be below the water level is demonstrated.

Dates:

Observe the learner effectively removing the plant foliage without damaging the plant under the water level.

US REFERENCE: SO2 AC3

47. The removal of thorns that would be below water the level is demonstrated.

Dates:

Observe the learner following the correct trimming techniques to remove thorns under the water level.

US REFERENCE: SO3 AC 1

48. The removal and re-cutting of broken stems is demonstrated.

Dates:

Observe the learner effectively trimming the broken stems from the plants in accordance with organisational policies and procedures.

US REFERENCE: SO5 AC4

49. The procedures for cutting the stems are demonstrated.

Dates:

Observe the learner following the correct trimming techniques to trim the stems.

3. PERSONAL NARRATIVE

Answer the following questions based on your experience during the completion of this module. Discuss what you did well and what you would like to do differently.

	What went well?	What would I do differently?
1	<i>I was able to identify and solve problems effectively throughout the various activities completed in this module.</i>	
2	<i>I was able to understand how different workplace activities have an impact on each other.</i>	
3	<i>I was able to use new technology effectively in my daily tasks that I carried out.</i>	
4	<i>I was able to communicate effectively with my team members and supervisors.</i>	
5	<i>I was able to complete all my work in an organized and efficient manner.</i>	
8	Additional Comments	
	Learner Name:	Signature
	Assessor Name	Signature
	Date	Date

4. WITNESS TESTIMONY

Workplace Testimonial Evidence

Instructions:

The following section must be completed by the learner’s supervisor / manager in the workplace based on the learner’s workplace performance relevant to the Unit Standard completed.

Constructive comments and testimonial evidence may also be attached in a separate document and referenced in the section below.

Testimonial Comments and Evidence of Workplace Performance			
Unit Standard Title		SAQA ID:	
Supervisor / Manager Testimonial			
Unit Standard Title		SAQA ID:	
Supervisor / Manager Testimonial			
Unit Standard Title		SAQA ID:	
Supervisor / Manager Testimonial			
Supervisor Acknowledgement			
Date:		Supervisor Signature	
Assessor Acknowledgement			
Date:		Assessor Signature	
Comments and Feedback			
Learner Acknowledgement			
Date:		Learner Signature	
Comments and Feedback			
Moderator Acknowledgement			
Date:		Moderator Signature	

5. LOGBOOK

This log book has been included to record all time spent on the report and assignment as well as other activities related to developing, implementing and monitoring a quality policy for a new venture. These activities should add to a total of 28 hours.

Time spent completing an activity should be signed off by a supervisor, mentor or witness where possible.

Learner Name:				
Course Name				
Unit Standard Name				
ID Number				
Unit Standard Name				
ID Number				
Unit Standard Name				
ID Number				
Unit Standard Name				
ID Number				

Activity	Start Date	End Date	Total No of Hours	Sign Off by Supervisor / Manager / Mentor / Witness		
				Name & Surname	Relationship to Learner	Signature

FEEDBACK SECTION

Comments from Learner:

JUDGEMENT

Meet the requirements: <input type="checkbox"/> Requires additional evidence: <input type="checkbox"/> Can continue to the next assessment: <input type="checkbox"/> Action required:	Do not meet the requirements: <input type="checkbox"/> Requires another assessment: <input type="checkbox"/> Requires another assessment by another assessment: <input type="checkbox"/> By when:
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Assessor's feedback remarks

Declaration by Learner

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 Name & Signature	Date	Assessor Name & Signature	Date
		Moderator Name & Signature	Date

ASSESSMENT DECISION

Indicate with a tick in the relevant sections:

The learner has not submitted sufficient evidence and is therefore not yet competent	
The learner is required to submit additional evidence against the following:	
The learner is required to improve in the following:	
The learner is required to be reassessed:	
The learner is required to be assessed by another assessor:	
The learner has submitted evidence that is valid, relevant, current, sufficient and authentic against all the listed specific outcomes an covered all range statements and critical cross field outcomes	
The learner is competent against the listed unit standards	
The learner can be issued with a unit certificate	
The learner has completed a full qualification	

Assessors full name & signature	Date

Declaration by Learner

I, _____ declare that I am satisfied that the assessment conducted by the Assessor was relevant, sufficient, and constructive. I accept the assessment decisions and have no further questions relating to this particular assessment process.

Learner name & sign	Date	Assessor name & sign	Date
		Moderator name & sign	Date

Reassessment Decision

The learner has submitted evidence that is valid, relevant, current, sufficient and authentic against all the listed specific outcomes an covered all range statements and critical cross field outcomes	
The learner is competent against the listed unit standards	
The learner can be issued with a unit certificate	
The learner has completed a full qualification	

Assessors full name & signature	Date

Declaration by Learner

I, _____ declare that I am satisfied that the assessment conducted by the Assessor was relevant, sufficient, and constructive. I accept the assessment decisions and have no further questions relating to this particular assessment process.

Learner name & sign	Date	Assessor name & sign	Date
		Moderator name & sign	Date

EVALUATION OF ASSESSMENT					
Learner Name		Assessor name			
Unit Stds		Date			
Review dimension	Learner		Assessor		Action
	Yes	No	Yes	No	
Were the principles / criteria for good assessment achieved?					
Did the assessment relate to the registered standard?					
Was the assessment practical?					
Was it time efficient and cost-effective?					
The assessment did not interfere with my normal responsibilities?					
Was the assessment instrument fair, clear, and understandable?					
The assessment judgment was made against set requirements?					
Was the venue and equipment functional?					
Were special needs identified and the assessment plan adjusted?					
Was feedback and communication constructive?					
Was an opportunity to appeal given?					
Was all evidence recorded?					
Were the review / evaluation process apparent and user friendly?					

Learner Declaration of Understanding					
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid					
Learner Name & Sign	Date	Assessor Name & Sign	Date	Moderator Name & Sign	Date