

ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

Harvesting

Level 2

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P.O. Box 461, Hillcrest, 3650
(031) 313-3364

Title:		Harvest Agricultural Crops: Procedures					
Applied Title:		Harvest Citrus: Procedures					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Harvesting					
Context:		Citrus Production					
US No:	116111	Level:	2	Credits:	4	Notional Hours:	40
Author:		M. Fry					

Based on the Production Guidelines of:



Supported by:



Unit standard alignment and assessment tool development:

Cabeton Training and Development

Project coordinator:

Jacomien de Klerk

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Directions

This material is aimed at learners wishing to complete this unit standard. The guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard.

This guide is designed to be used by the learner with guidance from a facilitator and a trained assessor to develop competence in all knowledge, skills and attitudes required by this unit standard.

This guide contains step-by-step instructions for the assessment process. These steps are as follows:

<i>Step</i>	<i>Description</i>	<i>Timeframe</i>
1	Learner Assessment Contract	Before delivery of program
2	Learner Declaration of Authenticity	Before delivery of program
3	Learning Assumed to Be in Place	Before delivery of program
4	Learner Assessment Plan for Gathering of Evidence	Before delivery of program
5	Assessment Activity Workbook	During delivery of program, assessment after delivery of program
6	Report Writing	After delivery of program
7	Attitudes and Attributes Assessment	After delivery of program
8	Re-assessment Procedures	After completion of assessment
9	Documentation	After completion of assessment
10	Administration and Completion of Portfolio of Evidence	After completion of assessment

Step 1

Learner Assessment Contract

The assessor and / or the facilitator holds a pre-assessment briefing with you before the learning program starts in order to guide you and assist you to make sure that you understand exactly what is expected from you in order to become competent in this learning module.

As part of the pre-assessment briefing, the learner assessment contract must be signed. The assessor will assist you and explain the agreement to you in detail.

Learner Assessment Contract	
Learner's Name:	
Assessor's Name:	
Unit Standard:	116111
Your rights as a learner are: 1. You have a right to appeal against any judgment given as a result of any assessment. You must have valid reasons for doing this. 2. You have the right to an interpreter if you need one. However, if one of the learning assumptions for the unit standard is that you are competent within the language of assessment, you may not have an interpreter. 3. You can ask that an impartial observer attend any assessment. This observer may not take any part in the assessment. 4. If you do not agree with the assessment, you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment you can ask that the ETQA to perform an external moderation on the assessment. If any verification upholds the assessment findings, you will be held liable for all the costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be held liable for all cost of verification. 5. If during the assessment you are found not yet competent, your assessor will encourage you to master the areas where you have not reached competency. This will be recorded on a development plan. You are required to arrange with the assessor for a new assessment schedule. The assessor can only permit three such re-assessments. If a learner has not reached mastery after three additional attempts, the assessor reserves the right to remove you from the program.	
<u>Qualification</u> This standard leads to the award of credits for unit standard 116111. Once the assessment is complete application will be made to register and certify you for that standard with the AgriSETA. You may contact the assessor or facilitator at any time for information to assist you with further studies.	
<u>Confidentiality</u> Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by you, the learner, the facilitator(s), assessor(s), and moderator(s). No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process.	

Consent

I, the learner, hereby state that I have read the above and understood the contents thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan. I have requested this assessment of my own free will and without duress.

Learner's Signature		Date:	
Assessor's Signature		Date:	



Step 2

Learner Declaration of Authenticity

It is important that we make sure that each learner supplies original evidence completed by himself / herself and according to the level of knowledge and skill that he / she has acquired from the learning process.

Please sign the following declaration:

I hereby declare that the following documentary evidence is my own. I certify that the process followed was ethical and did not infringe on the copyright of any individual or organisation.			
Learner's Signature		Date:	
Assessor's Signature		Date:	



Step 3

Learning Assumed to Be in Place

Do you have all the knowledge and skills necessary to begin this learning process?

This is a level 2 module of learning, and we have to make sure that you have already learnt all the skills, knowledge and attitudes that you will need to use in this module. It will help you to understand and learn more easily in this module, and it is important that we know whether you are ready to move on.

Please look at the list of unit standards below of modules that you should have completed before undertaking this one. Tell us whether you have completed each of the unit standards or modules, and if you did, tell us when you learnt this.

If you need help in understanding this list, please ask the facilitator or assessor.

<i>NQF Level</i>	<i>Unit Standard Number</i>	<i>Learning Module Name</i>	<i>No, I Have Not Completed It</i>	<i>Yes, I Have Completed It</i>	<i>If Yes, When Did You Complete It?</i>
1	As per SETA	Harvest agricultural crops.			
2	As per SETA	Utilise and perform minor repair and maintenance tasks on implements, equipment and infrastructure.			
1	As per SETA	Collect agricultural data.			
Learner's Signature			Date:		
Assessor's Signature			Date:		

Step 4

Learner Assessment Plan for Gathering of Evidence

As the assessor has explained to you, the aim of an assessment is not to catch you out, but rather to help you develop all the skills, knowledge and attitudes that you need to move forward. It is important that you know what is expected from you and that you play an active role every step of the way.

Let us plan for the assessment together. Below are the steps that you have to work through in order to show that you are competent in this module. Check them carefully and discuss each step with the assessor. Agree with the assessor on the dates on which each step has to be completed or documents handed in. Write the dates in the right-hand column as a reminder.

Learner Assessment Plan		
Module / Unit Standard Name:	Harvest Agricultural Crops: Procedures	
Module / Unit Standard Registration Number:	116111	
<i>Step Number</i>	<i>Step Description and Learner's Tasks</i>	<i>Completion / Submission Date</i>
5	Assessment Activity Workbook - In this step, you complete certain tasks in class or as homework. - It is important that you complete every task and understand why it is necessary, because it will help you to gain the knowledge, skills and attitudes that you need to be found competent in this learning module. - If there are things that you are unsure about, please ask the facilitator or the assessor to explain it to you again. - You hand in the completed workbook to the facilitator or assessor who will help you to check your progress. - The assessor or facilitator mark it and discuss areas that need more work with you.	
6	Report Writing - There are many important things that you need to remember about the harvesting of crops in order to be found competent in this learning module, and so that you can do your job well and move on to level three. - You have to write a report about your practical experience with harvesting to check if you have gained all this knowledge. - There is a detailed list of things that you need to know in this guide and examples of the types of questions that you could be asked. - Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you do not understand.	

7	Attitudes and Attributes Assessment - You have to develop very specific character traits and attitudes and have to be able to do very specific tasks to be competent in this learning module, be good in this job, and to be able to move on to level three. - Showing and explaining certain skills and attitudes, is the most appropriate way for you to show that you are competent in the skills and attitudes that are needed. - You will have an opportunity to develop these attitudes during your practical learning module. - There is a list of all the things that you would have to be able to show and explain in this guide. - Please prepare yourself well and remember to ask the facilitator or assessor to explain anything that you don't understand.		
8	Re-Assessment Procedure - What if the assessor tells you that you have not met the right standard or that you still need more evidence to prove your competence? - The assessor explains to you exactly what you need to do or learn to become competent. - You and the assessor and / or facilitator, develop an action plan together, and you may be granted a second or even a third opportunity to prove your competence. - Remember you have the right to appeal against the assessor's decision, if you feel it is unfair. There is a copy of the form in the back of this guide if you need it.		
9	Paperwork - If you have met the standard that is explained for each step of the process you will be found competent in this unit standard. - The assessor will discuss everything with you in detail and will ask you to fill in and sign forms throughout the process. - You will also be given an opportunity to write down any comments you might have on the assessment process. - Once the assessor has given you the final declaration of competence, you will be asked to give some feedback in order to help everyone to improve the learning and assessment process. - Please think carefully. It might really help other learners in the future.		
10	Administration and Completion of Portfolio of Evidence All the documents, or copies of them, must be kept on file as part of your portfolio of evidence.		
Into the Future - The assessor will discuss what happens next and when you will get a certificate of competence. - It is also important to remember that you learnt this module for a specific reason. Discuss with the assessor, facilitator, mentor, and / or coach how you can move forward in your career with this level of competence. - Also remember that the learning process never stops. Plan together with the assessor, facilitator, coach, and / or mentor what you need to learn next.			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 5

Assessment Activity Workbook

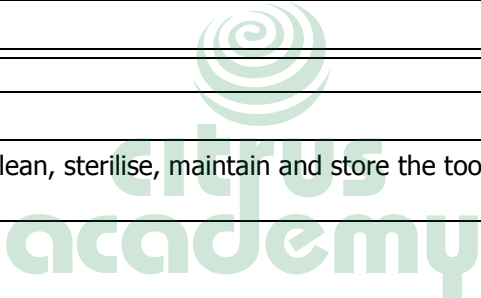
- The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- It is important that you complete all the activities and worksheets, as directed in the learner guide and at the time indicated by the facilitator.
- It is important that you ask questions and participate as much as possible in order to play an active role in reaching competence.
- When you have completed all the activities and worksheets, hand this workbook in to the assessor who will mark it and guide you in areas where additional learning might be required.
- You should not move on to the next step in the assessment process until this step is completed, marked, and you have received feedback from the assessor.

Activity 1 – Worksheet
Complete the worksheet below.
1. What tools and equipment are needed when harvesting the citrus?
2. Why do you think these specific tools and equipment are used to harvest the crop?
3. How would you determine that the tools and equipment are in good working order before you start harvesting the crop?
4. Give a detailed account of how you would work with the tools and equipment.

5. How would you work safely with the tools and equipment?
6. What would you do with the tools and equipment after the harvesting process is complete?
7. Where and how would you store the tools and equipment?

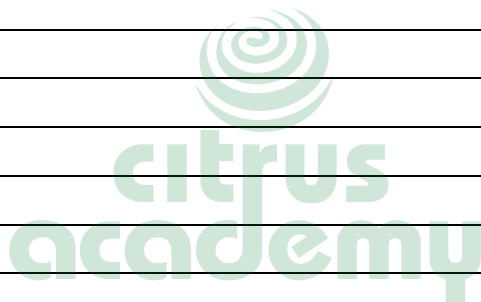
Activity 2 – Flowchart

Explain with a flow chart how to clean, sterilise, maintain and store the tools and equipment use during harvesting.




Activity 3 – Group Discussion

Have a group discussion on why harvesting tools and equipment must always be cleaned and sterilised after harvesting. Make keynotes for yourself on the conclusions that you reach.

The logo for Citrus Academy is centered at the bottom of the page. It features a circular icon with concentric, slightly wavy lines in shades of green. Below the icon, the word "citrus" is written in a lowercase, rounded, light green font. Below "citrus", the word "academy" is written in a larger, lowercase, rounded, light green font.

Activity 4 – Worksheet

Write down the instructions that you would give to a co-worker in the following situations.

1. The harvesting clippers are blunt.
2. The picking bag has a broken strap.
3. The paint on the bulk bin is peeling badly.

4. A ladder has a broken step.

Activity 5 – Interview an Expert

Interview an expert on the farm where you work and get answers to the questions below.

1. What does "maturity indexing" mean?

2. What does the fruit look like when it is ready to harvest?

3. What are the internal quality standards that the fruit must reach before it can be harvested?

Activity 6 – Worksheet

Complete the worksheet below.

1. How can it be determined if the crop is ready for harvesting?

2. What does sampling have to do with determining whether the crop is ready for harvest?

3. How are samples taken of the fruit to determine readiness for harvest?
4. What happens to the samples that have been taken and how are the samples marked?
5. How often will samples be taken in a specific orchard?

Activity 7 – Worksheet

Complete the worksheet below.

1. Describe in detail how the citrus fruit on your farm is harvested and why it is done in this way.
2. What guidelines are applicable when fruit is harvested on your farm?

Activity 8 – Group Discussion

Discuss the questions below in your group and design a strategy.

1. How must the fruit be handled immediately after it has been harvested?

2. Where is the fruit sent to after it has been harvested?
3. What can cause a decline in the quality of the fruit after it has been harvested?

Activity 9 – Group Discussion

Brainstorm the questions below in your group and make notes on your conclusions.

1. What must workers do before, during and after harvesting to ensure that the fruit quality and food safety is not compromised?
2. Why is it important for workers to observe health, hygiene and safety procedures?
3. What must workers wear when harvesting fruit?
4. What personal hygiene rules must workers follow before picking starts?

5. What must a worker do if he / she is injured during harvesting?
6. What must a worker do if he / she contracts a contagious disease such as mumps?

Activity 10 – Role-Play

Role-play the following situations with a partner and make key notes for yourself on how you will handle the situation.

1. How will you report a pair of broken harvest clippers?
2. How will you report that the fruit you are harvesting is all rotten on the tree?
3. How will you report that a co-worker cut his hand with the snips while harvesting?
4. How will you report that a co-worker sustained a back-injury while harvesting?

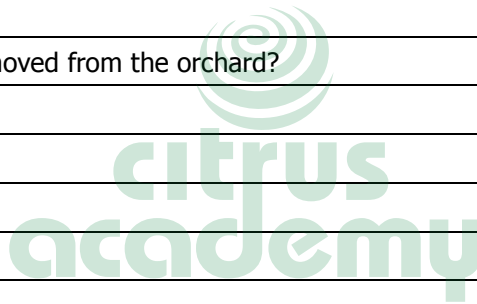
Activity 11 – Investigate and Report

Walk around the farm on which you work or are doing your practical and find answers to the questions below.

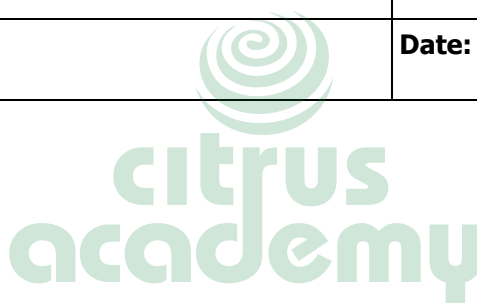
1. What waste is generated during the harvesting process?

2. How is this waste disposed of?

3. Why should the waste be removed from the orchard?



Assessment Feedback Form – Activity Workbook			
		Comments / Remarks	
Feedback to learner on assessment			
Feedback from learner to assessor			
Learner's Signature		Date:	
Assessor's Signature		Date:	



Step 6

Write a Report

You are now ready for step six of the assessment process, during which you need to write a report in which you discuss the procedures that you followed during harvesting citrus. Check your plan carefully to make sure that you prepare in good time.

You have to score an overall mark of at least 85% in this task in order to be found competent.

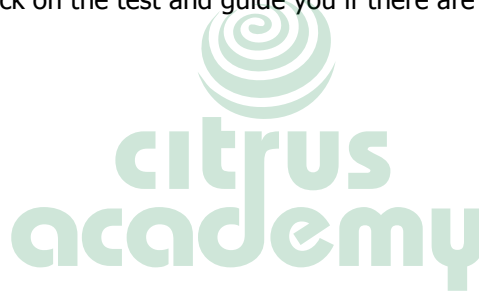
Inform the assessor if you have any special needs or requirements **before** the agreed date for the hand in of the assessment task. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally. Please write your request down in your activity workbook on the front page and explain why you have made this request. Ask the assessor to sign next to your request to prove that they are aware of your special request.

Use this checklist to help you plan and prepare for the writing of the report. These are examples of possible questions that will help you to organise and plan your report and to ensure that you write a complete report. All the information you need was taught in the classroom and can be found in the learner guide that you received.

<i>Example Questions</i>	<i>I Have Revised This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain It Again</i>
How is it determined that the crop is ready for harvesting?		
How are samples of fruit taken before harvesting to determine crop maturity?		
How do you prepare for harvesting?		
What tools and equipment are used for harvesting?		
What do workers have to wear for harvesting?		
Why do workers have to wear this for harvesting?		
What procedures are followed to harvest the crop?		
Why are specific procedures followed to harvest the crop?		
How do you ensure worker health and safety while harvesting?		
Why must the crop that we harvest be safe for consumption?		
How can workers assure that the crop is safe for consumption?		
What will happen if it was your negligence that caused the fruit to spoil or decrease in quality?		
What personal hygiene routines are followed while harvesting? Why?		
What must be done when harvesting is complete?		
Who are problems or unexpected circumstances reported to?		
How are problems or unexpected circumstances reported?		

<i>Example Questions</i>	<i>I Have Revised This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain It Again</i>
What must be done with tools and equipment after harvesting is complete?		
What wastes are produced during the harvesting process?		
How were these wastes dealt with?		
How can workers ensure that the quality of the fruit is not compromised during harvesting?		
The assessor or facilitator has explained this step to me and I have revised these questions.		
Learner's Signature		Date:
Assessor's Signature		Date:

The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.



Step 7

Attitudes and Attributes Assessment

You are now ready for steps seven of the assessment process, the Attitude and Attribute assessment. Check your plan carefully to make sure that you prepare in good time.

Inform the assessor if you have any special needs or requirements before the agreed date for the assessment test. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally. Please write your request down in your activity workbook on the front page and explain why you have made this request. Ask the assessor to sign next to your request to prove that they are aware of your special request.

Use the checklist below to help you prepare for the part of the practical assessment when you are observed on the attitudes and attributes that you need to have to be found competent for this learning module.

<i>Observations</i>	<i>I Am Sure of This and Understand It Well</i>	<i>I Am Unsure of This and Need to Ask the Facilitator or Assessor to Explain What It Means</i>
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- You will be asked to give your own feedback and to sign this document.
- It will be placed together with this completed guide in a file as part of your portfolio of evidence.

Step 8

Re-Assessment Procedure

The assessor will discuss in detail with you what to do in case you require a re-assessment, and when the re-assessment will take place.



Step 9

Paperwork

Please assist the assessor by filling in these forms and signing then as instructed.

Learner Information Form			
Unit Standard	116111		
Program Date(s)			
Assessment Date(s)			
Surname			
First Name			
Learner ID / SETA Registration Number			
Job / Role Title			
Home Language			
Gender	Male	Female	
Race	African	Coloured	Indian/Asian White
Employment	Permanent	Non-permanent	
Disabled	Yes	No	
Date of Birth			
ID Number			
Contact Telephone Numbers			
Email Address			
Postal Address			

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116111 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 1: Select and use appropriate tools / equipment for pre-determined harvesting method. <i>Range:</i> Harvesting methods according to specific production context include, but are not limited to harvesting by hand, machine harvesting, etc.	Attend all lectures Complete workbook as per instruction	Summative practical report Observation checklist integrated with knowledge and reflexive competence questionnaire	85% competence in all areas		
Specific Outcome 2: Carry out sampling for maturity indexing according to established and familiar procedures. <i>Range:</i> Sampling may include, but are not limited to sampling by hand, etc. It may include but is not limited to harvesting a given number or mass of the produce according to a specific plan.	Attend all lectures Complete workbook as per instruction	Summative practical report Observation checklist integrated with knowledge and reflexive competence questionnaire			
Specific Outcome 3: Harvest crops. <i>Range:</i> Familiar procedures include, but are not limited to quality specifications, maturity specifications, etc.	Attend all lectures Complete workbook as per instruction	Summative practical report Observation checklist integrated with knowledge and reflexive competence questionnaire	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116111 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 4: Harvest crops considering the necessary health, hygiene and safety during the procedure. <i>Range:</i> Health, safety and hygiene include but are not limited to clean hands, sterilised equipment, covered hair, covered wounds, reporting of open wounds, etc.	Attend all lectures Complete workbook as per instruction	Summative practical report Observation checklist integrated with knowledge and reflexive competence questionnaire	85% competence in all areas		
Specific Outcome 5: Ensure the collection and transportation of waste. <i>Range:</i> Waste includes, but is not limited to any biodegradable or non bio-degradable materials that are not accepted as the primary product. Biodegradable materials include parts of plants, fruit, flowers, etc. Non-biodegradable materials include, but are not limited to plastics, glass, metals, etc.	Attend all lectures Complete workbook as per instruction	Summative practical report Observation checklist integrated with knowledge and reflexive competence questionnaire			

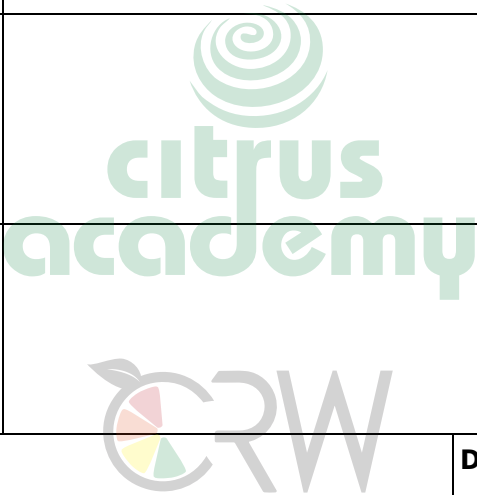
Assessor Report and Summative Evidence Collection Summary for Unit Standard 116111 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 6: Care and maintain equipment used in cooperation with, and guiding others. <i>Range:</i> Care and maintaining of equipment may include but is not limited to cleaning, sterilising, oiling sharpening, etc. of hand tools, machinery, power tools etc.	Attend all lectures Complete workbook as per instruction	Summative practical report Observation checklist integrated with knowledge and reflexive competence questionnaire			
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. The principles of harvesting a crop. 2. Names and functions of tools and materials for the harvesting process. 3. Safe handling procedures of tools and materials utilised. 4. The various harvesting methods. 5. Plant physiology and anatomy required for the harvesting of different crops. 6. Importance of harvesting area being clean from waste material. 7. Occupational Health and Safety and other applicable legislation. 8. Use of sensory cues to show harvest readiness.	Attend all lectures Complete workbook as per instruction	N/a	Overall minimum test score of 85%		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116111 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Unit Standard CCFOs: 1. Teamwork relates to specific outcomes 3 and 4 2. Self-development relates to specific outcomes 1 to 6 3. Communication relates to specific outcomes 1 to 6 4. Information interpretation relates to specific outcomes 1 to 6 5. Inter-relatedness of systems relates to specific outcomes 2, 4, 5 and 6 6. Problem solving relates to specific outcomes 1 to 6 7. Self-management relates to specific outcomes 1 to 6 8. Use science and technology relates to all specific outcomes		Rating Scale   	Minimum rating of 3:5 in each criteria or overall average of 3:5		

Learner Assessment Re-Actionnaire			
Questions		Response	
How did the assessor encourage you to be involved in the assessment process?			
Did the assessor take your special needs into account? If so, how?			
Did the assessor agree on the assessment procedures with you?			
Was feedback relevant to your needs?			
Were you always aware of the outcome of the assessment?			
Did the assessor help you to explore ways of becoming competent whenever you were judged NYC?			
Did the assessor allow you to ask questions?			
Did you always agree with assessment decisions?			
Was all appropriate documentation completed and signed and did you receive copies?			
Did the assessor assist or prevent you in any way when gathering evidence so as to obscure its authenticity?			
All the evidence submitted in my name is my authentic work, which was not acquired by any unethical means.			
Learner's Signature		Date:	
Assessor's Signature		Date:	
Moderator's Signature		Date:	

Assessment Appeal Form

Any candidate has the right of appeal against any not-yet-competent decision by the assessor. If you wish to appeal, please complete the form below.

Appeal Form			
I hereby appeal against the outcome of my assessment.			
Date:			
Learner's Name:			
Assessors Name:			
Organisation:			
Assessment Details: Criteria, role, standards Used, etc.			
Issue to be Reviewed:			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 10

Administration and Completion of Portfolio of Evidence

All the documents or copies thereof, as prescribed previously, must be kept on file as part of the learner portfolio of evidence.

