

ASSESSMENT GUIDE FOR LEARNERS & LEARNER WORKBOOK

Plant Nutrition & Soil Management

Level 4

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Title:		Implement Soil Fertility and Plant Nutrition Practices					
Applied Title:		Implement Soil Fertility and Plant Nutrition Practices					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Plant Nutrition and Soil Management					
Context:		Citrus Production					
US No:	116311	Level:	4	Credits:	3	Notional Hours:	30
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Based on the Production Guidelines of:



Supported by:



Unit standard alignment and assessment tool development:

Cabeton Training and Development

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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:

Step	Description	Timeframe
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	Program Interpretation	After delivery of program
7	Practical 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:	116311
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 116311. 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:	



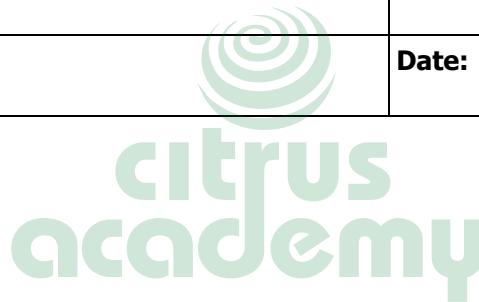
Step 2

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 4 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>
NQF3	Literacy and Numeracy				
3	116267	Manage soil fertility and plant nutrition			
4	116312	Implement a data collection plan			
4	116288	Execute sustainable resource use and quality control			
4 (F)	116320	Plan and maintain environmentally sound agricultural processes			
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:		Implement Soil Fertility and Plant Nutrition Practices
Module / Unit Standard Registration Number:		116311
Step Number	Step Description and Learner's Tasks	Completion / Submission Date
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	Program Interpretation - There are many important things that you need to remember about plant nutrition and soil management in order to be found competent in this learning module, and so that you can do your job well and move on to level five. - You have to interpret a fertilisation program to show that 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	Practical 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 five. - Going out into the field, and 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 practice these tasks and 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 do not 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 – Group Brainstorm
In your group, brainstorm the questions below and write down the conclusions that you reach.
Who do you think would be important people to include in the ordering process for fertilisers and application equipment?
What considerations would you keep in mind when thinking about fertiliser transportation and storage?
How would you make sure that your fertiliser stock levels are correct, meaning how would you ensure that you do not buy too much or too little of one type of fertiliser for your needs?

Develop a soil and foliar application program for orchard 10.

**FERTILISATION PROGRAM FOR SOIL APPLICATIONS FOR ORCHARD 10
(GRAMS PER TREE)**

<i>Fertiliser</i>	<i>Jul</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Total</i>

**FERTILISATION PROGRAM FOR FOLIAR SPRAYS FOR ORCHARD 10
(GRAMS OR MILLILITRE PER 100 LITRES WATER)**

<i>Chemical</i>	<i>Jul</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Total</i>

What is the total mass LAN required in July for orchard 10? Show your calculation.

What is the total mass of potassium chloride required for the orchard? Show your calculation.

How many litres of zinc nitrate must be ordered for orchard 10? Show your calculation.

If the only zinc nitrate available contains 10% Zn, what will the application rate be? Show your calculation.

Activity 3 – Worksheet

Complete the questionnaire in your own words.

Name four soil properties that will determine the suitability of a soil for citrus. Note the reasons why these properties are important.

<i>Properties</i>	<i>Reasons</i>

Discuss the term "stratification" as used in describing the soil profile.

Activity 4 – Worksheet

Complete the questionnaire in your own words.

Name two reasons why citrus trees will drop leaves before the lifecycle of the leaves are completed.
When looking at a citrus tree, how will you know that the tree is lacking nitrogen?
Why can leaf analysis not always indicate the exact magnesium status of a citrus orchard or tree?

Describe the preferred method to correct an iron deficiency.

Give two reasons why leaf sampling of citrus during July to January has limited value.

Activity 5 – Worksheet

Complete the questionnaire in your own words.

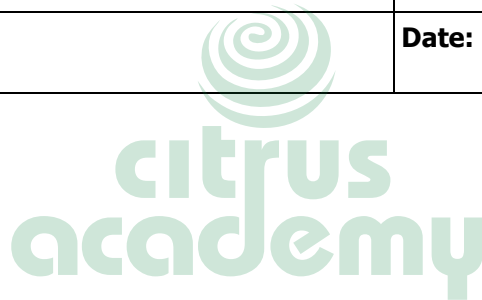
Name the three considerations when deciding on the soil preparation.

Define and describe ridging.

Why is soil mixing done?

Name three advantages and two disadvantages of ridging.

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

Interpreting a Fertilisation Program

You are now ready for step six of the assessment process, which is the interpretation of a fertilisation program. 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 project in order to be found competent.

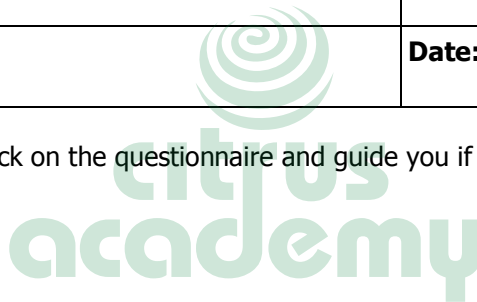
Inform the assessor if you have any special needs or requirements **before** the agreed date for the hand-in of the assessment project. You might, for example, require an interpreter to translate the questions to your mother tongue. Please write your request down in your activity workbook on the front 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 interpret the soil nutrition programme. These are examples of possible questions that might help you to organise your thoughts before attempting the design of the project. 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>
What does the fertilisation program recommend? Look at exact and specific recommendations.		
Is the fertilisation program specific for the crop that is grown on the farm where you work?		
Does the fertilisation program take soil type into consideration?		
Does the fertilisation program allow for soil improvement actions? Name them.		
What information is gained from: • Soil depth • Drainage • Infiltration rate • pH • Water holding capacity • Soil horizons • Soil aeration • Erosion risks • Organic content • Texture • Clay content • Structure • Biological content • Compaction		
How will the soil in its current state affect the crop?		
How will soil improvement from interpretation of a fertilisation program affect the crop?		
Is the soil the correct soil for the crop?		

<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 stocks do you have to order to fertilise the soil according to the fertilisation program? Look at exact amounts and specifications.		
At what time of year will the fertilisation program be executed?		
Who will perform what actions?		
Are there any health and safety rules to be kept in mind?		
Are there things that can go wrong?		
How will the soil be prepared?		
How will fertilisers be applied?		
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 questionnaire and guide you if there are areas in which you still need further development.



Step 7

Practical Assessment

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

- This part of the assessment requires you to go into the orchard and practically show the assessor that you can perform specific tasks correctly.
- The assessor will also ask you questions about the tasks that you are required to perform to make sure that you understand it well.
- Remember that this module of learning also helps you to develop certain attitudes and personality traits. The assessor will ask you specific questions and observe you throughout the process to judge whether you have developed these.
- You will have to score an overall mark of at least 85% in every section of this practical assessment in order to be found competent.
- You will also need to score a minimum mark of three out of five for the attitudes and attributes section in order to be found competent.

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 practical assessment. This is a list of the skills that you may be asked to show. You will be asked specific questions regarding these tasks and the knowledge that you need to apply in order to do it correctly. All the information you need was taught in the classroom and you should have practiced them during the practical part of your learning.

<i>Tasks and 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>
Task 1: Keep stock records and order stocks accordingly to implement soil fertility and plant nutrition practices		
What is required for soil fertilisation in the next: • Week • Month • Quarter • Six months • Year		
Can all the stock required be ordered on short notice?		
Which of the stock has a short shelf-life and has to be ordered accordingly?		
Can all the stocks be stored together?		

<i>Tasks and 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>
Who must stocks be ordered from?		
How long does it take to receive the stock?		
Task 2: Identify nutrient deficiencies in a specific crop		
What are the symptoms of macronutrient deficiencies in the crop?		
Are all these symptoms visible?		
What are the symptoms of micronutrient deficiencies in the crop?		
Are all these symptoms visible?		
What must you do if you see nutrient deficiency symptoms?		
Task 3: Perform correct soil preparation methods		
What are the commonly-used soil preparation methods?		
What is the purpose of soil preparation?		
To which soil types or soil conditions do specific soil preparation methods apply?		
When can soil preparation methods be performed?		
What can go wrong during soil preparation?		

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?		

<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>
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

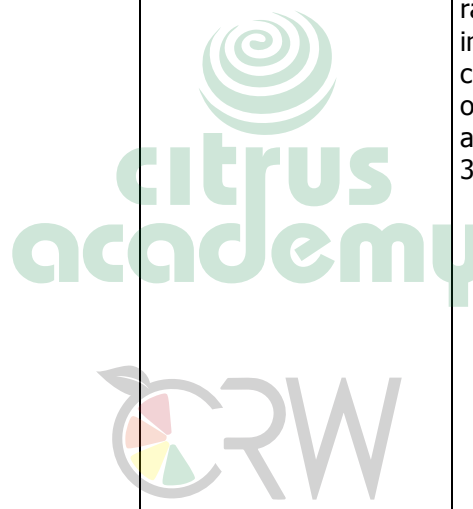
Please assist the assessor by filling in these forms and signing then as instructed.

Learner Information Form			
Unit Standard	116311		
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 116311– Level 4					
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: Interpret recommendations and set up nutritional program based on recommendations <i>Range:</i> Recommendations may be from an analytical laboratory, and nutritional programs may include application of agrochemicals, organic material, lime, etc.	Summative Questionnaire	Observation checklist of practical tasks integrated with knowledge and reflexive competence questionnaire	85% competence in all areas		
Specific Outcome 2: Implement soil utilisation plan for specified crops <i>Range:</i> Soil depth, drainage, infiltration rate, pH, water holding capacity, field capacity, soil horizons, soil aeration, erosion risks, organic content, texture, clay content, structure, biological content, compaction	Summative Questionnaire	Observation checklist of practical tasks integrated with knowledge and reflexive competence questionnaire	85% competence in all areas		
Specific Outcome 3: Identify and interpret symptoms of nutritional deficiencies and make full recommendations <i>Range:</i> Macronutrients may include, among others, nitrogen phosphorous, potassium, calcium, magnesium and sulphur. Micronutrients may include, among others, boron, zinc, iron, molybdenum and manganese	Summative Questionnaire	Observation checklist of practical tasks integrated with knowledge and reflexive competence questionnaire	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116311– Level 4					
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: Manage soil improvement according to soil properties <i>Range:</i> Soil improvement methods may include tillage operations, mechanical, non-mechanical, organic, minimum and zero tillage.	Summative Questionnaire	Observation checklist of practical tasks integrated with knowledge and reflexive competence questionnaire	85% competence in all areas		
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Sampling procedures 2. Chemical, properties of soil – pH, nutrient status and degradation 3. Physical properties of soil – texture, structure, soil profiles, crust formation, erosion types, compaction, and degradation 4. Biological properties of soil and processes 5. Soil ecology e.g. soil organisms, food webs, role of water and oxygen in soil 6. Soil health and conservation 7. Role of living organisms 8. Conservation practices – runoff control, contours 9. Tillage operations – mechanical, non-mechanical, organic, minimum and zero	Summative Questionnaire	N/a	Overall minimum test score of 85%		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116311– Level 4					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
tillage and application of nutrients (liquid and solid) 10. Primary and secondary soil preparation methods 11. Soil preparation and fertiliser/ compost application equipment 12. Nutrients – mixtures, limes, calcite and dolomite lime, single nutrients and compost, liquids, etc. 13. Calibration of equipment 14. Chemical, physical and biological properties, degradation and rehabilitation 15. Characteristics of the nutrients 16. Role of nutrients in the plant 17. Rules and regulations for storage and handling of agro-chemicals transport 18. Crop requirements					

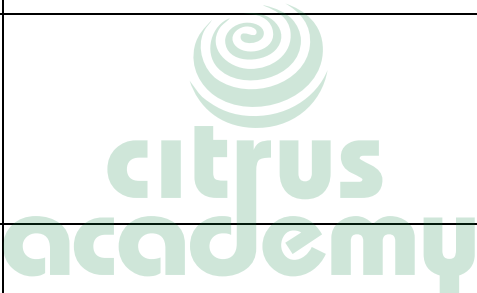
Assessor Report and Summative Evidence Collection Summary for Unit Standard 116311– Level 4					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Unit Standard CCFOs: 1. Problem solving relates to all specific outcomes 2. Teamwork relates to all specific outcomes 3. Self-management relates to all specific outcomes 4. Interpreting information relates to all specific outcomes 5. Communication relates to all specific outcomes 6. Use science and technology relates to all specific outcomes 7. The world as a set of inter-relatedness systems relates to all specific outcomes 8. Self development relates to all specific outcomes	N/a	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:	

Assessor's Assessment Review and Improvement Document	
Issues	Comments
Did the assessment go according to plan?	
Did anything unexpected happen?	
Were you pleased with the assessment decision; i.e. was it what you expected?	
How could the process have been carried out more efficiently?	
How could the process of assessing the knowledge be improved?	
How could the Performance Observation checklist be improved?	
Was the evidence you gathered sufficient to make a judgment of competence?	
Was the way you obtained feedback from the learner effective?	
Were you pleased with the way you communicated your decision to the learner? If not, how could this have been improved?	
How would you improve the assessment process?	

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.

