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SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Primary Agriculture

Registered by NSB 01, Agriculture and Nature Conservation, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web site at www.saqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 26 April 2004***. All correspondence should be marked **Standards Setting – SGB for Primary Agriculture** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 431-5144
dmphuthing@saqa.co.za

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



National Certificate: Landcare Facilitation NQF Level 5

Field: Agriculture and Nature Conservation – NSB 01

Sub-field: Primary Agriculture

Level: 5

Credits: 125

Issue date:

Review date:

Rationale for the qualification

Agricultural communities need to optimise the use of natural resources in a sustainable manner for the production of food, fuel and fibre. Since agricultural practices need to respond to human survival, social development and the economic empowerment of all individuals, the National Certificate in Landcare facilitation is designed to meet the needs of those learners who are already involved in the primary agriculture sector at management level or at agricultural extension level and who are engaged in facilitating improved agricultural practices for sustainable development.

Landcare facilitation necessitates a participatory approach to community development so that a deeper understanding of the interface between the man, the environment and the economy is achieved. This qualification provides the learner with the skills, knowledge and values required to facilitate landcare and sustainable agricultural practices in rural communities for social development and economic empowerment.

Purpose of the qualification

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to mobilise communities and individuals to set up agricultural initiatives for sustainable development.

This qualification describes the learning outcomes (the skills, knowledge and values) required to effectively facilitate and manage landcare in rural communities in a sustainable and financially viable manner.

For those who have been in the primary agricultural sector for a long time, this qualification can be used in the Recognition of Prior Learning (RPL) process to recognise and assess the skills already acquired in the primary agricultural context, without the benefit of formal education or training.

For education and training providers, this qualification provides the framework for the development of appropriate learning programmes. For employers, this qualification enables skills gaps to be identified and provides guidance for the development of programmes to close skills gaps.

This qualification will provide the learner with the skills, knowledge and values required to facilitate landcare by:

- Working with and mobilising rural communities / people for sustainable development and economic empowerment.
- Planning, setting up and supporting sustainable farming initiatives
- Designing and resourcing participatory landcare projects
- Monitoring and reporting on progress of landcare initiatives.
- Managing finances within the context of sustainable farming initiatives
- Facilitating learning through community involvement in landcare projects
- Coordinating strategies for sustainable landcare and development
- Coordinating the implementation of new and alternative approaches and practices to landcare and agriculture

Access to Qualification

This qualification recognises skills, knowledge and values relevant to the context of primary agriculture. It is designed for learners who engage actively in primary agricultural practices.

It is suitable for learners who:

- Have already attended courses relevant to the primary agricultural context and wish to apply the knowledge gained to activities in the workplace viz. primary agricultural context (Portfolio to reflect formative assessment)
- Are already working within the context of primary agriculture and have acquired the skills and knowledge without attending formal courses (RPL can be done through the summative assessment and portfolio of evidence)
- Have gained the appropriate work experience to facilitate landcare

- Are part of a learnership programme which integrates structured learning and work experience

Learning assumed to be in place

Learners should be competent in Communication and Numeracy at NQF Level 4 or equivalent.

Motivation for credits assigned to Fundamental, Core and Elective Standards.

For this qualification, the credits are as follows:

Fundamental	26
Core	87
Elective	12
Total	125

Fundamental Standards

These standards are compulsory to achieve the purpose of the qualification. They provide the underpinning learning required by the practitioner to facilitate landcare within the primary agricultural sector. Effective landcare facilitation necessitates good management skills to effectively manage landcare projects. Hence, practical project management skills and knowledge constitutes fundamental learning to the achievement of this qualification.

Core Standards

These standards respond directly to the context and the purpose of the qualification. These standards represent the nature and complexity of the skills required by the practitioner to respond to and interface with specific rural/ agricultural communities to facilitate landcare.

Electives

These standards provide options for additional learning in order to achieve and fully contribute to the purpose of the qualification. The learner has the option of choosing standards to the credit value of 12 to adequately satisfy the requirements of the qualification.

Exit level Outcomes

Qualifying learners can:

Exit Level Outcome 1:

Facilitate participatory planning processes to resource landcare projects and facilitate learning and working effectively with others on agricultural projects

Associated Assessment Criteria

- Learning is facilitated in a participative manner through a variety of techniques
- Rural/ agricultural communities are mobilised to participate in sustainable agricultural initiatives
- Key issues concerning agricultural practices and the environment are identified, discussed and documented
- Views, suggestions, alternatives and recommendations are listened to and the merits thereof are considered and documented.
- Resolutions are agreed and documented with clear actions, responsibilities, timeframes and reporting procedures

Exit Level Outcome 2:**Design, set up, manage and support sustainable farming initiatives**

Associated Assessment Criteria

- Viable agricultural initiatives are identified and designed to meet the needs of the specific rural community.
- Practical project management principles are applied to landcare projects
- Agricultural projects are supported through various techniques and methods
- Agricultural communities are supported during their involvement in landcare initiatives
- Landcare initiatives are managed optimally

Exit Level Outcome 3:**Plan and apply financial control techniques for sustainable agricultural projects**

Associated Assessment Criteria

- Agricultural initiatives are budgeted
- Financial control is maintained on all aspects of the project
- Landcare projects are completed within allocated budget
- Financial reports are compiled and disseminated to relevant stakeholders

Exit Level Outcome 4**Facilitate the implementation of agricultural practices which enhance the quality, safety and health of individuals and the environment**

Associated Assessment Criteria

- Sustainable agricultural principles and practices are applied and implemented.
- Compliance to relevant and applicable legislation governing sustainable agriculture is demonstrated

Exit Level Outcome 5**Monitor, evaluate and report on progress and make recommendations on sustainable agricultural/ landcare initiatives**

Associated Assessment Criteria

- Progress on landcare projects is monitored and evaluated and any changes to initial implementation plan are recorded and motivated.
- Progress on landcare projects is documented and disseminated to relevant stakeholders
- Information on all aspects of the agricultural projects is collected, summarised and recorded
- Recommendations are made on landcare projects and disseminated to all relevant stakeholders

International Comparability

In the case of the primary agricultural context it is difficult to compare the qualification and unit standards because of the vast differences in the level of mechanisation, the level of literacy of the farm operators, climate and other conditions as well as the variety in commodities.

However, New Zealand and Australian qualifications and unit standards were sourced and evaluated for applicability.

Integrated Assessment

The integrated assessment must be based on a summative assessment guide. The guide will spell out how the assessor will assess different aspects of the performance and will include:

- Observing the learner at work (in the primary activity as well as in other interactions)
- Asking questions and initiating short discussions to test understanding
- Looking at records and reports in the portfolio and reviewing previous assessments

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles, which underpin the activities and the agricultural practices. The assessment process should also establish how the learning process has advanced the critical outcomes.

Assessors should also evaluate evidence that the learner has been performing consistently over a period of time. The assessment can include a small project or projects, which need more time to complete than is practical in a live assessment session.

Recognition of prior learning

This qualification may be obtained through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support provided to assist in the process of developing a portfolio. As with integrated assessment, while this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

Articulation possibilities

The qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

Moderation Options

Moderators for the qualification should be qualified and accredited with an appropriate Education and Training Quality Assurance Body (ETQA) and have a qualification in primary Agriculture. To assure the quality of the assessment process, the moderation should cover the following:

1. assessor credentials
2. the assessment instrument
3. the assessment process (including preparation and post-assessment feedback)

Where assessment and moderation are taking place in sectors other than the primary agricultural sector, assessment and moderation should be in terms of a Memorandum of Understanding negotiated with the relevant ETQA.

Criteria for registration of assessors

The following criteria should be applied by the relevant ETQA:

1. Appropriate qualification in the field of primary agriculture for example in community conservation areas
2. Assessed successfully against a nationally recognised unit standards/s reflecting experience and understanding of assessment theory, processes and practices
3. Good interpersonal skills and the ability to balance the conflicting requirements of:
 - Maintaining national standards

- The interests of the learner
- The need for transformation and redressing the legacies of the past
- The cultural background and language of the learner

