


	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS															
QUALIFICATION DEVELOPER (S)					Construction Industry Trust Fund										
TITLE			Certificate III In Landscaping							NCQF LEVEL			3		
FIELD		Agriculture And Nature Conservation				SUB-FIELD		Landscaping		CREDIT VALUE		44			
New Qualification						<input checked="" type="checkbox"/>		Review of Existing Qualification							
SUB-FRAMEWORK			General Education				<input type="checkbox"/>		TVET		<input checked="" type="checkbox"/>		Higher Education		
QUALIFICATION TYPE		Certificate	I		II		III	<input checked="" type="checkbox"/>	IV		V		Diploma		Bachelor
		Bachelor Honours			Post Graduate Certificate					Post Graduate Diploma					
		Masters							Doctorate/ PhD						
RATIONALE AND PURPOSE OF THE QUALIFICATION															
<p>Government has identified high unemployment and poverty amongst youth as a national security risk, hence the need to train this section of the population in productive and income generating skills.</p> <p>Despite the country continuing to receive investments, these investments are biased towards capital intensive ventures. This situation has the inherent risk of unemployment continuing to surge, and the government, through its vital development policy paper, National Development Plan 11 (NDP 11), has identified areas of potential high employment uptake such as civil construction, agriculture, services, and manufacturing and has made a commitment to give these sectors extensive support with a view to making meaningful contribution the growth of the economy.</p> <p>Another policy document that makes mention of skills development as a vehicle towards inclusivity and provision of opportunities for all, is the Vision 2036 document under the of Human and Social Development (Pillar 2) which states that” Botswana society will be knowledgeable with relevant quality education that is outcome based, with emphasis on technical and vocational skills as well as academic competencies.”</p>															

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Landscaping is one such sector with a high potential for employment uptake. As an emerging sector there is need for standardization that would give professionalization of this sector, hence the need for this qualification.

Agricultural occupations, that include irrigation specialists and horticulture production specialists have also been forecasted as one of the top occupations in demand for the future (HRDC, 2019), and the landscaping qualification can be used to articulate to these identified occupations.

This qualification provides qualifying learners with the underlying Landscaping knowledge, skills and values in order to become competent practitioners in the landscaping or horticulture sector; be employed or self-employed within the industry and pursue further learning in specific areas of agriculture.

PURPOSE:

The qualification will equip the candidates with requisite knowledge, skills and competences to:

- Ensure and maintain health and safety standards in gardening.
- Install landscape materials
- Control pest weed and add nutrition
- Prune plants to encourage flowering and desired grow
- Establish and maintain a lawn area
- Maintain landscapes

ENTRY REQUIREMENTS (including access and inclusion)

- NCQF Level 2, Certificate II in Landscaping or equivalent.
- There shall be access through RPL and CAT in line with the National RPL and CAT policies.

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SECTION B QUALIFICATION SPECIFICATION	
Upon completion of the qualification, candidates will:	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Apply the principles of occupational health and safety in the work environment	1.1 Identify hazards in the Workplace 1.2 Assess possible risks in the workplace 1.3 Practice Good Housekeeping 1.4 Wear Appropriate Personal Protective Equipment
2. Apply knowledge of landscaping architecture	2.1 Comply with health, safety and environmental protection standards 2.2 Select different types of landscapes (natural, manmade) 2.3 Select different types of landscape materials (soft and hard) 2.4 Apply water efficiency and conservation
3. Demonstrate competence to install plant materials	3.1 Prepare soils and add nutritional supplements 3.2 Prepare planting holes for trees and shrubs 3.3 Install different plant materials 3.4 Apply water in accordance with the needs of a plant. 3.5 Apply productive work practices and ethical conduct.
4. Apply skill to install non-plant materials	4.1 Select different non plant materials 4.2 Prepare ground area for installation of non-plant materials. 4.3 Install non-plant materials according to standards and specification
5. Perform the maintenance of landscapes.	5.1 Apply fertiliser, pest and weed control practices. 5.2 Apply plant protection techniques including mulching. 5.3 Cultivate soil to de-compact. 5.4 Prune plant to achieve the desired result. 5.5 Maintain different non plant material including sweeping, washing, weeding, raking-in

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6. Demonstrate knowledge of establishing natural grass lawn surface.	6.1 Prepare soil for lawn establishment. 6.2 Plant grass using different methods. 6.3 Apply top dressing and fertilisers to lawns. 6.4 Mow and edge Lawn according to specifications. 6.5 use and care for lawn maintenance tools and equipment.
7. Apply skill to install artificial lawn surface.	7.1 Prepare soil for artificial lawn establishment. 7.2 Install artificial grass according to specifications. 7.3 Appropriate lawn maintenance tools and equipment are used and cared for. 7.4 Maintain artificial lawn surface and different non plant material.
8. Demonstrate basic knowledge of Entrepreneurial principles in the workplace.	8.1 Plan for given work assignments. 8.2 Solve problems creatively in the workplace. 8.3 Mobilise people and resources to execute tasks. 8.4 Create value through implementation of innovative ideas.

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [3]	Level [4]	Level []	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Safety, Health and Environmental Protection	3			3
	Entrepreneurial Principles	3			3
	Water Conservation Practices	3			3
CORE COMPONENT Subjects/Courses/ Modules/Units	Introduction to Landscaping	3			2
	Landscape Plants and Non-Plants	3			3
	Landscape Construction		4		3
	Soils Science	3			2
	Nutrition, Pest and Weed Control	3			3

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	<i>Install Plants and Non-Plant Materials</i>		4		4
	<i>Natural Grass Lawn Surface.</i>	3			3
	<i>Artificial Lawn Surface</i>	3			3
	<i>Landscape Irrigation System</i>		4		3
	<i>Install Landscape Lighting</i>		4		4
	<i>Maintain Landscapes</i>	3			3
	<i>Landscape Tools and Equipment</i>	3			2
					44
<i>ELECTIVE/ OPTIONAL COMPONENT</i> <i>Subjects/Courses/ Modules/Units</i>	<i>N/A</i>				

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
3	30
4	14
TOTAL CREDITS	44

Rules of Combination:
(Please Indicate combinations for the different constituent components of the qualification)

The qualification consists of Fundamental and Core Components.

To be awarded the Qualification learners are required to obtain a minimum of **44** credits as detailed below.

Fundamental Components:
The Fundamental components consist of foundational knowledge, which is generic, all of which are compulsory.

Core Components:
The core components consist of modules containing applied knowledge and practical skills to the value of **35** credits which are compulsory.

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ASSESSMENT ARRANGEMENTS

All assessments leading/contributing to the award of credits, or a qualification, shall be based on learning outcomes and/or sub-outcomes.

Formative assessment:

Formative or continuous assessment would be conducted to inform teaching and learning and establish the learner's level of readiness for progression to the next learning unit or module.

Formative assessment shall constitute 60% of the Final Mark

Summative assessment:

Internal summative assessments shall be carried out in accordance all applicable examination rules, and the weighting of the assessment shall constitute 40% of the Final Mark

All assessment shall be carried out by Assessors registered and accredited with BQA or any other recognized Body.

MODERATION ARRANGEMENTS

There shall be internal and external moderation carried out by Moderators registered and accredited with BQA or any other recognized authority.

RECOGNITION OF PRIOR LEARNING

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable RPL policies and relevant national-level policy and legislative framework.

CREDIT ACCUMULATION AND TRANSFER

Candidates would be allowed to accumulate enough credits that would warrant them the award of the qualification. This would include transfers of credits from previous learnings.

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PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Articulation and Education Pathways

Horizontal Articulation:

Graduates of this qualification may consider pursuing to other qualifications on the same levels in the field of landscaping such as

- Certificate III In Horticulture
- Certificate III In Crop Production
- Certificate III In Nursery

Vertical Articulation:

Learners may progress to higher level in the same field such as

- Certificate IV In Horticulture
- Certificate IV Supervisor
- Certificate IV Landscape Designer

Employment Pathways

Learners who attain this qualification will have competencies and attributes to work as:

- Garden and Landscape Attendant
- Groundsman Assistant
- Gardener

QUALIFICATION AWARD AND CERTIFICATION

To be awarded the qualification the candidate must have met the following requirements:

- All exit level outcomes

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- Minimum **44** credit requirements

Certification: Upon completion of the qualification the candidate will be awarded a certificate for **Certificate III in Landscaping** at NCQF Level 3.

REGIONAL AND INTERNATIONAL COMPARABILITY

Benchmarking has been done against qualifications registered in neighbouring countries within the region like South Africa and beyond to appreciate what is typical of this level and type of qualification out there, in relation to graduate profiling, scope and depth of content, to ascertain regional and international comparability and articulation of the proposed qualification. The outcomes of this process are highlighted below

Summary of Similarities and Differences Observed

Similarities

The exit level outcomes of the 4 qualifications examined are similar and their scope covers the design, drafting, and implementation of landscaping plans, planting of trees and shrubs, treatment of plant pests, diseases and disorders, turf establishment, and the pruning and shaping of shrubs, amongst others.

Since the qualification is skills based, assessment is integrated, and competencies are achieved through the design and development of assessment activities that make use of a variety of assessment methods and tools that measure not only the learner's knowledge and ability to perform practical tasks and activities within a familiar context, but which also challenge learners to demonstrate their ability to deal with problem situations that might or can arise in the workplace from time and which require learners' to demonstrate their ability to adapt their performance to meet the requirements of changed circumstances and to reflect on what they are doing and why.

Differences

The structures of the qualifications slightly vary with the American qualification from Montgomery College in Maryland not having Elective modules, while the qualifications from South Africa and Australia consists of core

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and elective modules. The studied qualifications also varied in levels, but bearing similar outcomes, and this can be attributed to the peculiarities of the qualification frameworks of the respective countries.

There was also variation with the credits of the qualifications, with South Africa having 120 credits, while the qualification from the United States of America having only 19 credits

Comparability and Articulation of Proposed Qualification

The proposed qualification generally compares well with the qualification studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and as done within the region and beyond as well as competencies required for employment as a landscaper.

The examined qualifications, while offering core landscaping skills, have added additional value adding modules such as the theoretical science of plants, supervision and enterprise development.

The proposed qualification has also included fundamentals that include communication skills, entrepreneurship, and occupational health and safety to ensure that there is provision for development of attributes, thus offering the learners with a window of opportunity for self-employment.

REVIEW PERIOD

The qualifications shall be reviewed after 5 years or when the need arises.

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