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SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED QUALIFICATION:

Occupational Certificate: Landscape Gardener (Landscaping Supervisor)

SAQA QUAL ID	QUALIFICATION TITLE							
98892	Occupational Certificate: Landscape Gardener (Landscaping Supervisor)							
ORIGINATOR								
Development Quality Partner - AgriSETA								
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY	NQF SUB-FRAMEWORK							
-	OQSF - Occupational Qualifications Sub-framework							
QUALIFICATION TYPE	FIELD	SUBFIELD						
Occupational Certificate	Field 01 - Agriculture and Nature Conservation	Horticulture						
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS				
Undefined	96	Not Applicable	NQF Level 03	Regular-ELOAC				
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE					
Registered	SAQA 05113/16	2016-07-28	2019-07-28					
LAST DATE FOR ENROLMENT	LAST DATE FOR ACHIEVEMENT							
2020-07-28	2023-07-28							

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of this qualification is to prepare a learner to operate as a Landscape Gardener (Landscaping Supervisor).

A Landscape Gardener (Landscaping Supervisor) is the negotiator between management and the workforce and ensures consistent quality service delivery and productivity, being the company's representative on a landscaping site.

A qualified learner will be able to:

- Achieve consistent quality service delivery.
- Establish clear and open communication flow.
- Deliver profitable and sustainable resource usage through monitoring and controlling.
- Lead a productive and motivated team.

Rationale:

Landscaping Supervisors establish garden landscapes or maintain existing gardens. They use a wide range of gardening skills to maintain a landscape that is pleasing to look at as well as functional. They may be involved in choosing plants, preparing the ground, installing irrigation, planting shrubs, bulbs, flowers and trees. They may also be engaged in weeding, fertilising, pruning and general maintenance of gardens, structures and irrigation systems. They need to be able to combine their extensive knowledge of plants with their manual skills to create the garden the client requires.

Landscaping Supervisors work at sites which include private gardens, public parks and reserves, indoor facilities and newly developed housing estates and industrial complexes.

Landscaping Supervisors work for landscaping services companies, botanical gardens or farms, landscape architects, contractors, nurseries, tree farms, greenhouses, cemeteries, governments, garden centres or landscape supply outlets or else run their own businesses. They are contracted to jobs for private clients, which mainly entail private gardens or businesses, which could include work on park areas or sports grounds. Landscape gardening is physically taxing work; tasks can vary according to the season and weather conditions.

Experienced Landscaping Supervisors may advance to manager or head landscape gardener positions, or own and operate a business.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL):

RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related Curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a Statement of Results or certifying a Work Experience Record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

Entry Requirements:

- NQF Level 2 with Mathematical Literacy.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

This qualification is made up of the following compulsory Knowledge and Practical Skill Modules:

Knowledge Modules:

- 611302001-KM-02, Supervision in the landscaping industry, at NQF Level 3, 6 Credits.
- 611302001-KM-01, Communication for Landscaping Supervisors, at NQF Level 3, 6 Credits.
- 611302001-KM-03, Landscaping site development and maintenance, at NQF Level 3, 6 Credits.
- 611302001-KM-04, Landscaping principles, at NQF Level 3, 6 Credits.

Total number of Credits for Knowledge Modules: 24.

Practical Skill Modules:

- 611302001-PM-01, Maintain all quality standards, at NQF Level 3, 6 Credits.
- 611302001-PM-02, Ensure that there is no uncertainty in the communication flow, at NQF Level 3, 6 Credits.
- 611302001-PM-03, Monitor and control staff and materials to the benefit of the company, at NQF Level 3, 6 Credits.
- 611302001-PM-04, Guide teams in a fair, honest and consistent manner, at NQF Level 3, 6 Credits.

Total number of Credits for Practical Skill Modules: 24.

This qualification also requires the following Work Experience Modules:

- 611302001-WM-01, Consistent quality on-site horticultural and service delivery processes, at NQF Level 3, 16 Credits.
- 611302001-WM-02, On- and off-site communication processes, at NQF Level 3, 13 Credits.
- 611302001-WM-03, Allocating resources according to a weekly task plan in order to minimise wastage of consumables and materials and overtime, at NQF Level 3, 10 Credits.
- 611302001-WM-04, Supervising work teams in a variety of landscaping processes, at NQF Level 3, 9 Credits.

Total number of Credits for Work Experience Modules: 48.

EXIT LEVEL OUTCOMES

1. Communicate workplace information with team members and management through recording, reporting, giving instructions and applying social awareness.
2. Monitor and enhance team performance and achieve maximum productivity in the application of landscaping practices.
3. Deliver consistent quality service through monitoring and controlling the activities of the work team against set targets.
4. Achieve optimum utilisation of resources on site.
5. Enforce compliance with general, accepted landscaping standards and company policies through continuous and consistent discipline.
6. Represent the company through professional conduct and appearance.
7. Achieve company quantity targets and landscaping quality standards.
8. Apply science and technology and environmental awareness on a landscaping site.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria Exit Level Outcome 1:

- The importance of communication in the workplace is described with examples of good and poor communication and the motivation thereof.
- Methods of communicating with management, the purpose thereof and the type of information relevant to management are identified.
- Workplace information on production and targets is analysed and interpreted.
- A report on quality and quantity achieved is compiled from fictitious raw production data and deviations are identified by comparing the report to the weekly plan. Reasons for these deviations are given and adjustments are suggested.
- The importance of consistent and frequent record-keeping is explained.
- The importance of the recording of daily resource use is explained.
- Social awareness is demonstrated when communicating with team members.

Associated Assessment Criteria for Exit Level Outcome 2:

- The role of skills in team performance is explained and skills gaps are identified.
- The role of coaching in team performance is explained and various methods of coaching as relevant to a specific situation are identified.
- Leadership is defined and methods and application situations are identified and explained.
- Teamwork is defined and the role in relation to team performance is explained.
- Report on disciplinary action taken is prepared.
- The importance of performance assessment of the work team is explained and the best method of performance assessment relevant to a specific situation is identified.
- Disciplinary processes and methods are explained.
- Methods to promote teamwork are listed.
- Methods of receiving positive and negative feedback are explained and the role of feedback in team performance is explained.

Associated Assessment Criteria for Exit Level Outcome 3:

- The importance of realistic work allocation and realistic production targets is explained.
- Time management methods applicable to the nursery environment are identified.
- Quality plant material and poor quality plant material are recognised and possible reasons are listed.
- Factors influencing process quality are listed according to nursery standards.
- The contribution of quality of process activities to achieving targets is listed.
- Methods to increase productivity are listed and the advantages are discussed.

Associated Assessment Criteria for Exit Level Outcome 4:

- Budget and time frames are interpreted and explained in terms of optimisation.
- Basic economic principles are interpreted and explained taking optimisation into account.
- Raw material utilisation and allocation to tasks are explained as it contributes to resource optimization.
- The reasons and value of stock usage and control measures are analysed and explained.
- The reasons for maintenance, storage and up-keep of assets and the impact of non-compliance are evaluated.
- The use and value of equipment and asset checklists as a monitoring tool are explained.
- The importance of maintenance scheduling and the impact thereof on the life of the asset are evaluated and explained.

Associated Assessment Criteria for Exit Level Outcome 5:

- The importance of compliance with legislation, company policies, disciplinary procedures and the impact thereof on the company are explained and motivated.
- Cultural sensitivity as it impacts on work team cohesion and achievement of set targets is explained and resolutions are identified.
- The importance of accurate and regular record-keeping of, e.g. copies of warnings, notes of counselling sessions, etc. is explained and evaluated.
- Risk assessment is defined and the impact thereof on the workplace is described.

Associated Assessment Criteria for Exit Level Outcome 6:

- The importance of professional conduct and appearance and the impact thereof on the client and public are defined, discussed and motivated.
- The role and responsibility of the supervisor is explained with reference to accountability and ethics, integrity and code of conduct.
- The importance of self-management and self-development is discussed.

Associated Assessment Criteria for Exit Level Outcome 7:

- The importance of realistic work allocation and realistic production targets is explained.
- Time management methods applicable to the nursery environment are identified.
- Quality plant material and poor quality plant material are recognised and possible reasons are listed.
- Factors influencing process quality are listed according to nursery standards.
- The contribution of quality of process activities to achieving targets is listed.
- Methods to increase productivity are listed and the advantages are discussed.

Associated Assessment Criteria for Exit Level Outcome 8:

- The impact of human activities on the environment and measures to minimise it are defined and described.
- The value of waste recycling, control of alien and invader plants, individual and collective social responsibility, water conservation and use of organic material is argued.
- A thorough understanding of science and technology as applicable to a landscaping site is demonstrated.
- Concepts and principles of site and plant plan interpretation are defined. Aspects such as contours, symbols and legends on a site plan are identified and interpreted.
- Concepts of quantities, volumes, area and scale are applied.
- Measurements are correctly done.
- An understanding of landscaping technology, such as irrigation systems, calibration of machinery and equipment, raw material and mixes is demonstrated.

Integrated Assessment:

Integrated formative assessment:

The skills development provider will use the curriculum to guide them on the stipulated internal assessment criteria and weighting. They will also apply the scope of practical skills and applied knowledge as stipulated by the internal assessment criteria. This formative assessment leads to entrance into the integrated external summative assessment.

Integrated summative assessment:

An external integrated summative assessment, conducted through the relevant Quality Council for Trades and Occupations (QCTO) Assessment Quality partner, is required for the issuing of this qualification. The external integrated summative assessment will focus on the exit level outcomes and associated assessment criteria.

INTERNATIONAL COMPARABILITY

South Africa has active and strong ties with international industries and markets. Over the last 50 years, South Africa has been an active member of the International Federation of Parks and Recreation Administration. These congresses serve to highlight the international best practices for the horticultural industry. Parks and gardens are showcased to exhibit the latest trends in amenity landscaping and garden maintenance. The congresses also provide the members with the opportunity to examine the training facilities and courses offered by the host countries.

When taking Southern African Development Community (SADC) countries, such as Angola, Botswana, DRC, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, Swaziland, Tanzania, Zambia and Zimbabwe into account, it is evident that landscaped gardens are rare, with the majority of landscaping occurring in the hotel and tourist fields. These projects and the maintenance thereof are usually contracted to South African landscaping companies. As a consequence no specific landscaping training is conducted in these countries. The horticulturists who maintain these landscapes are either sourced from South Africa or they obtain their qualifications from our educational institutions. No detailed comparisons could be conducted.

Of all the worldwide searches that were conducted, the Australian Level 3 qualification has the greatest similarity to this South African qualification. [Certificate III in Horticulture (Landscape) Reference No. RTF30403].

This qualification shows the following areas of similar content although the module composition in this qualification being submitted for registration is differently structured (which made comparison tricky):

- Soils: structure, properties, enhancement, sampling and analysis of results.
- Plants: botany/physiology (as part of recommending plants, developing landscape plans, etc.), culture, selection, planting, care, pruning, maintenance.
- Drainage: why drain, install, maintain.
- Paving: lay, set out, standards.
- Stonework/retaining walls: set out, build/construction techniques, materials, principles of construction, standards for building.
- Plans: set out, read, and interpret.
- Business: communications, legislation, Occupational Health and Safety (work site induction), work regulations/environment.

A second comparison was conducted using the National Vocational Qualifications (NVQ) competency based qualification Level 3 Diploma in Work-Based Horticulture (Landscaping) (United Kingdom). This qualification offers a variety of electives as choices which broadens the possibilities for the learner. It has a focus on customer relationships, solving customer service problems and the delivery of reliable customer service. These aspects are included in the South African qualification with similar emphasis.

In examining these in the process of benchmarking and comparison, although they do not necessarily address the subjects from the same perspective, they do contain aspects relevant to those used in South Africa.

A noticeable difference is the South African focus on the supervisory aspect which is a focus of this qualification. None of the qualifications sourced included this aspect.

In conclusion:

This qualification meets and in many instances exceeds the standards of training offered according to the above qualifications. This qualification compares well with the above-mentioned international qualifications and international practices.

ARTICULATION OPTIONS

This qualification articulates horizontally:

Occupational Certificate: Nursery Person (Nursery Supervisor), Level 3.

Vertical Articulation:

Occupational Certificate: Horticultural Assistant Manager, Level 4.

MODERATION OPTIONS

N/A

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

NOTES

Qualifying for external assessment:

In order to qualify for an external assessment, learners must provide proof of completion of all required modules by means of Statements of Results and Work Experience Records including Foundational learning competency.

Additional legal or physical entry requirements:

- None

Criteria for the accreditation of providers

Accreditation of providers will be done against the criteria as reflected in the relevant Curriculum on the Quality Council Trades and Occupations website.

The Curriculum title and code is: 611302001: Landscape Gardener (Landscaping Supervisor).

This qualification encompasses the following trades as recorded on the NLRD:

- This is not a trade.

Part Qualifications:

- None

UNIT STANDARDS:

This qualification is not based on Unit Standards.

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

NONE

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