education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

AGRIBUSINESS

NQF LEVEL 2

September 2007

INTRODUCTION

A. What is Agribusiness?

The National Certificates (Vocational) extends from NQF Levels 2 to 4 in Further Education and Training Colleges. Agribusiness is an optional Vocational subject of in the Primary Agriculture programme. The subject covers the following fields of study:

- Basic Farm Accounting
- Entrepreneurship in Agricultural Contexts
- Collecting Data, Costing, Planning and Budget Construction
- Sustainability and Importing and Exporting
- Integrated Management of a Small Agricultural Enterprise

Basic Farm Accounting, Entrepreneurship and Collecting Data Costing, Planning and Budget Construction are at least started in Level 2, but Sustainability and Importing and Exporting and Integrated Management of Small Agricultural Enterprises are only addressed at Level 3 and 4.

The subject aims to equip students with skills, values and knowledge necessary to progress through all the levels of the Primary Agriculture programme.

B. Why is Agribusiness important in the Primary Agriculture programme?

The Primary Agriculture programme is designed to equip learners to enter a mixed farming situation. Agribusiness enables students to manage a farm as a viable and successful business enterprise.

C. The link between the Agribusiness Learning Outcomes and the Critical and Developmental Outcomes

The methods of teaching and assessment are vital for the achievement of the Critical Outcomes and Developmental Outcomes. During the three years of the National Certificates (Vocational) programme, students are responsible, individually and in groups, for live animals and crops, and consequently, keep journals in which they answer, amongst others, reflective questions.

The assessment questions will require students to go beyond mere recall and into solving problems that relate to farms as a business and the other topics linked to their practical work and go beyond this immediate context by asking “What if...?” and similar questions. Questions relating to the planning of farm activities can be used to promote in-depth thinking.

Given these teaching and assessment processes, by the end of the three years the students should have covered all seven Critical Outcomes to some extent and most if not all of the Developmental Outcomes. Critical thinking, critical evaluation and seeing the world as a set of interrelated systems will be easier to address by the third year of the programme, when the students are at NQF level 4; they will have more information available and be able to consider a wider range of options.

D. Factors that contribute to achieving the Agribusiness Learning Outcomes

- Enabling environment – This subject should be presented in the context of small, micro and medium enterprises (SMMEs), emerging small-scale farmers and personal needs.
- Resources – Students should have access to all the necessary resources needed for the chosen practical activities at hand.
- Experiential exposure – Students should be exposed to real work and simulated work environments.
- Suitably qualified lecturers – Lecturers should have a solid command of subject knowledge and skills and be well informed about legislation, community issues and accessing support systems, for example systems provided by the Department of Agriculture.

AGRIBUSINESS – LEVEL 2

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1 DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

2 SUBJECT LEVEL FOCUS

This subject is concerned with collecting and using data to plan. Level 2 deals with data collecting, book keeping, integrated farm planning, recordkeeping and using records to decide what to do, for example choose what plants and animals to keep.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

All internal assessments must be finalised by an assessor who has been declared competent by an accredited provider or relevant authority. Students have to be prepared for assessment following the assessment policy of the institution.

3.1.1 Theoretical component

The theoretical component forms 50 percent of the internal assessment mark.

Students must achieve all the Subject and Learning Outcomes of Agribusiness at this level. All topics in this subject will have an assessment that will form part of the formative assessment at the end of the subject.

3.1.2 Practical component

The practical component forms 50 percent of the internal assessment mark.

It must be clearly indicated what Learning Outcomes were achieved for each practical assessment including the rating achieved for each one. All practical assessments must be recorded in the Portfolio of Evidence (PoE).

- **What constitutes "practical" in Agribusiness?**

Assessment is best when integrated. Students should be able to complete practical activities with crops and animals and then write reports which cut across subject boundaries. Further, assessment questions can go beyond the limitations of the particular experience by asking, for example "Suppose in addition to growing spinach, you also planted crops A and B. What would be the consequences?" Questions could also provide hypothetical information and ask students to analyse the situation. In the context of Agribusiness, students can do "practical" assessment through simulations and case studies, enabling students to achieve all the Learning Outcomes even when not working on a farm.

Therefore, the theoretical and practical components in Agribusiness can be based on simulations and case studies and data collected by students in the field.

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component (50 percent) and the practical component (50 percent) of the internal continuous assessment (ICASS).

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out in the *National Examinations Policy for FET College Programmes*.

3.2 External assessment (50 percent)

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. A practical component will also be assessed.

External assessment details and procedures are set out in *Assessment Guidelines: Agribusiness* (Level 2).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Basic Farm Accounting	40
2. Entrepreneurship in Agricultural Contexts	60
TOTAL	**100**

5 CALCULATION OF FINAL MARK

Internal assessment mark: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

6 PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Agribusiness Level 2, the student should have covered the following topics:

Topic 1: Basic Farm Accounting
Topic 2: Entrepreneurship in Agricultural Contexts

7.1 Topic 1: Basic Farm Accounting

Subject Outcome 1: Demonstrate an understanding of simple storage and recordkeeping procedures and use of records in a farm or related agribusiness.

Learning Outcomes:

The student should be able to:

- Using templates provided, tally stock received and issued. Compare with balance and account for any differences.
- Using templates provided, record and store important data on the running of the enterprise.
  RANGE: Includes yield, machine use, labour, consumables and quality of products
- Demonstrate an understanding of input costs and inventory cost.
  RANGE: Includes cost implications of transport, handling, storage and waste
- Use data to identify problem areas.
  RANGE: Situations similar to those at the college enterprise rather than very different situations
- Identify legislation, including the Occupational Health and Safety Act, relating to storage and handling of inputs and other products.

Subject Outcome 2: Demonstrate an understanding of basic accounting practices.

Learning Outcomes:

The student should be able to:

- Complete source documents and store them in a proper sequence.
  RANGE: Includes receipts, invoices, petty cash vouchers and cheque counterfoils
- Demonstrate the ability to open a bank account, make deposits and withdraw funds.
  RANGE: Complete the necessary forms to open a personal account.
- Prepare subsidiary journals.
  RANGE: Includes cash receipts, cash payments, petty cash and debtors

- Post subsidiary journals to a general ledger.
  RANGE: Simple double-entry book-keeping
- Prepare summary statement of accounts showing receipts and payments.
- Prepare a balance sheet showing assets and liabilities.

7.2 Topic 2: Entrepreneurship in Agricultural Contexts

Subject Outcome 1: Demonstrate an understanding of investment capital and different types of costs.

Learning Outcomes:

The student should be able to:

- Describe the need for investment capital, how it can be categorised and where it can be acquired.
  RANGE: Categorisation includes short-term, medium-term and long-term needs of a business.
- Explain, with examples, different kinds of costs.
  RANGE: Includes materials, labour and direct and indirect overhead costs

Subject Outcome 2: Demonstrate an understanding of the importance of marketing in an agricultural enterprise.

Learning Outcomes:

The student should be able to:

- Explain, using local examples, the concepts supply and demand, pricing, information, regulations and standards and distribution channels.
- Identify factors influencing supply and demand.

Subject Outcome 3: Demonstrate an understanding of some basic factors affecting the selection of suitable agricultural enterprises in particular locations.

RANGE: The locations should be n the same province as the college.

Learning Outcomes:

The student should be able to:

- Identify and describe natural resources involved in the selection of locations.
  RANGE: Includes soil, water, climate, vegetation and topography
- Explain what kinds of products can readily be marketed locally by a small farmer.
  RANGE: Answers will depend on local conditions.
- Describe the infrastructure and skilled labour requirements for common types of enterprise in the region.
  RANGE: Infrastructure includes fencing, housing, water supply, electricity, animal handling facilities and access. Skilled labour requirements will not be very detailed on this level.
- Identify appropriate crops and/or animals (in terms of environment and market opportunities) and harvest and post-harvest practices.