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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**  
**REGISTERED UNIT STANDARD:**

**Implement a data collection plan**

SAQA US ID		UNIT STANDARD TITLE		
116312		Implement a data collection plan		
ORIGINATOR		ORIGINATING PROVIDER		
SGB Primary Agriculture				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 01 - Agriculture and Nature Conservation			Primary Agriculture	
ABET BAND	UNIT STANDARD TYPE	OLD NQF LEVEL	NEW NQF LEVEL	CREDITS
Undefined	Regular	Level 4	NQF Level 04	4
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2009-07-01	2012-06-30	SAQA 0480/09
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2013-06-30		2016-06-30		

*In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise.*

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

**PURPOSE OF THE UNIT STANDARD**

The learner achieving this unit standard will be able to implement a data collection plan in the agricultural sector. S/he will be able to effectively analyse, interpret and evaluate agricultural data and be able to communicate findings accurately. In addition to this, the learner will be able to recognise, interpret and report on a range of deviations in data collection processes.

Learners will be well positioned to extend their learning and practice into other areas of information management and dissemination in the agricultural sector. Competent learners will understand the value of accurate data collection to the agricultural sector and be able to implement best practices in the area of information gathering.

Learners will understand the importance of the application of business principles in agricultural

production with specific reference to information systems and technology.

They will be able to operate farming practices as businesses and will gain the knowledge and skills to move from a subsistence orientation to an economic orientation in agriculture. Farmers will gain the knowledge and skills to access mainstream agriculture through a business-oriented approach to agriculture.

### **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

It is assumed that a learner attempting this unit standard will demonstrate competence against unit standard

- NQF 3: Supervise the Collection of Agricultural Data.

### **UNIT STANDARD RANGE**

Range statements are neither comprehensive nor necessarily appropriate to all contexts. Alternatives must however be comparable in scope and complexity. These are only as a general guide to scope and complexity of what is required.

## **Specific Outcomes and Assessment Criteria:**

### **SPECIFIC OUTCOME 1**

Interpret a data collection plan.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

The range of data outlined in the data collection plan is explained.

#### **ASSESSMENT CRITERION 2**

A schedule for data collection is created.

#### **ASSESSMENT CRITERION 3**

The appropriate methods for collection are identified.

#### **ASSESSMENT CRITERION 4**

Data scheduling takes the scheduled activities of the enterprise into account.

#### **ASSESSMENT CRITERION 5**

Possible dates that clash with other scheduled events are identified and alternative plans made.

### **SPECIFIC OUTCOME 2**

Implement a data collection plan.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

Data collection is done at the scheduled times.

#### **ASSESSMENT CRITERION 2**

Data is collated promptly according to the data collection plan.

#### **ASSESSMENT CRITERION 3**

Gaps and/or irregularities in data collection methods are identified and reported.

### **SPECIFIC OUTCOME 3**

Interpret and analyse collected data.

### **OUTCOME RANGE**

All relevant data related to agriculture and agricultural experiments and/or research.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

Methods of analysing and interpreting data are explained.

#### **ASSESSMENT CRITERION 2**

Data is analysed and interpreted.

#### **ASSESSMENT CRITERION 3**

Data is checked for accuracy and problems rectified.

### **SPECIFIC OUTCOME 4**

Present collated data coherently.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

Various methods of data presentation are explained.

#### **ASSESSMENT CRITERION 2**

The most appropriate methods of data presentation are selected.

#### **ASSESSMENT CRITERION 3**

Data is presented accurately.

#### **ASSESSMENT CRITERION 4**

The findings of the report are clearly stated.

### **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

The assessment of qualifying learners against this standard should meet the requirements of established assessment principles.

It will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which the qualifying learners are working. These activities and tools may include an appropriate combination of self-assessment and peer assessment, formative and summative assessment, portfolios and observations etc.

The assessment should ensure that all the specific outcomes; critical cross-field outcomes and essential embedded knowledge are assessed.

The specific outcomes must be assessed through observation of performance. Supporting evidence should be used to prove competence of specific outcomes only when they are not clearly seen in the actual performance.

Essential embedded knowledge must be assessed in its own right, through oral or written evidence

and cannot be assessed only by being observed.

The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a qualifying learner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a qualifying learner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, then they should not be assessed as competent.

Evidence of the specified critical cross-field outcomes should be found both in performance and in the essential embedded knowledge.

Performance of specific outcomes must actively affirm target groups of qualifying learners not, unfairly discriminate against them. Qualifying learners should be able to justify their performance in terms of these values.

- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

#### **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

The person is able to demonstrate an advanced knowledge of:

- Different methods of data collection.
- Selection and application of data collecting methods.
- Analysing and evaluating of collected data for problem identification and decision-making.
- Methods of analysing and interpreting data.
- Report writing.

#### **UNIT STANDARD DEVELOPMENTAL OUTCOME**

N/A

#### **UNIT STANDARD LINKAGES**

N/A

### **Critical Cross-field Outcomes (CCFO):**

#### **UNIT STANDARD CCFO IDENTIFYING**

Problem solving relates to all specific outcomes.

#### **UNIT STANDARD CCFO WORKING**

Teamwork relates to all specific outcomes.

#### **UNIT STANDARD CCFO ORGANISING**

Self-organisation and management relates to all specific outcomes.

#### **UNIT STANDARD CCFO COLLECTING**

Information evaluation relates to all specific outcomes.

#### **UNIT STANDARD CCFO COMMUNICATING**

Communication relates to all specific outcomes.

**UNIT STANDARD CCFO SCIENCE**

Use science and technology relates to all specific outcomes.

**UNIT STANDARD CCFO DEMONSTRATING**

Inter-relatedness of systems relates to all specific outcomes.

**UNIT STANDARD CCFO CONTRIBUTING**

Self-development relates to all specific outcomes.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD:**

	ID	QUALIFICATION TITLE	OLD LEVEL	NEW LEVEL	STATUS	END DATE	QUALITY ASSURING BODY
Fundamental	<a href="#">58350</a>	Further Education and Training Certificate: Perishable Produce Exportation	Level 4	NQF Level 04	Reregistered	2012-06-30	AgriSETA
Fundamental	<a href="#">48979</a>	National Certificate: Animal Production	Level 4	New Level Assignment Pend.	Reregistered	2012-06-30	AgriSETA
Fundamental	<a href="#">49009</a>	National Certificate: Plant Production	Level 4	New Level Assignment Pend.	Reregistered	2012-06-30	AgriSETA

**PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:**

*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 Quality Assuring Bodies 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 Quality Assuring Body should be notified if a record appears to be missing from here.*

**NONE**

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