

NORMS AND STANDARDS FOR THE AGRICULTURAL TRAINING INSTITUTES OF SOUTH AFRICA



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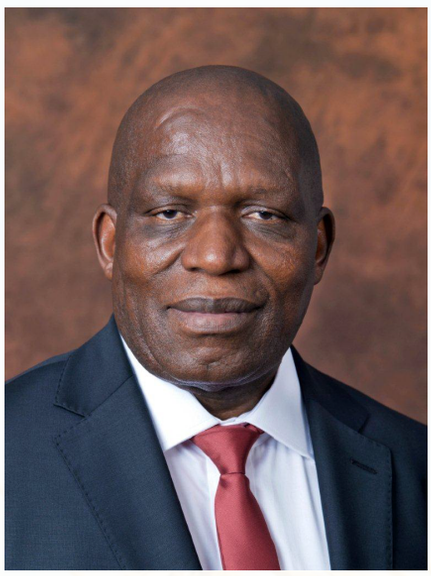
ACRONYMS

AET	Agricultural Education and Training
AgriSETA	Agriculture Sector Education and Training Authority
APAC	Association of Principals of Agricultural Colleges
ATI	Agricultural Training Institute
CHE	Council on Higher Education
DAFF	Department of Agriculture, Forestry and Fisheries
DOA	Department of Agriculture
DORA	Division of Revenue Act
DHET	Department of Higher Education and Training
DOE	Department of Education
ETD-SETA	Education, Training and Development Sector Education and Training Authority
ETQA	Education and Training Qualifications Authority
FET	Further Education and Training
FIETA	Forest Industries Education and Training Authority
FoodBev	Food and Beverage Sector Education and Training Authority
GAAP	Generally Accepted Accounting Practices
GDP	Gross Domestic Product
HE/HET	Higher Education and Training
HEQF	Higher Education Qualifications Framework
IT	Information Technology
ITCAFF	Interdepartmental Technical Committee on Agriculture Forestry Fisheries
ITCAL	Intergovermental Technical Committee on Agriculture and Land
MEC	Member of the Executive Council
NEPAD	New Partnership for Africa's Development
NGO	non-governmental organisation
NQF	National Qualifications Framework
OSD	Occupational Specific Dispensation
PDA	Provincial Department of Agriculture
PFMA	Public Finance Management Act
PGCE	Post-graduate Certificate in Education
QCTO	Quality Council on Trade Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority

STATEMENT BY THE MINISTER OF AGRICULTURE, FORESTRY AND FISHERIES



The Department of Agriculture, Forestry and Fisheries has initiated a process of repositioning the twelve Colleges of Agriculture as Agricultural Training Institutes, which will be better suited for the development of a skilled and capable agricultural workforce. In turn, these will contribute to the government priorities of rural development, sustainable agricultural production, and job creation.

The importance of human resource development is being realised in all sectors of the economy, but in the agriculture, forestry and fisheries sectors it has even greater significance, because black farmers were excluded from mainstream agriculture for more than a century. The road from subsistence farming to competitive commercial production is a steep one, and to travel it successfully, it requires significant levels of skills and knowledge. Access to land, finance, inputs and markets are critical, but without education and training these can be unproductive assets.

While there is a divide in the provision of general educational services, commonly demarcated as General, Further, and Higher Education, the work of farmers is not so clearly divided, and the articulation from subsistence or low-income farming to profit driven, market-orientated farming tends to be seamless. It is therefore preferable that the education and training provided in the Agriculture, Forestry and Fisheries production sectors should be equally seamless, housed within a family of service providers and guided by a single policy framework. This would remove any uncertainty about the future of these institutions, and provide a coherent vision in terms of their impact and role.

At present, the governance and management structure of the existing Colleges differs vastly. In some cases, they are governed by Board of Directors, whilst other Colleges have Advisory Boards or are directly governed by the Principal who reports to a more Senior Official in the Provincial Departments. During the repositioning process, the Department has investigated and proposed a common governance model for the Agricultural Training Institutes, which was considered and supported by the inter-provincial MinMEC. In addition, the Inter-Governmental Technical Committee on Agriculture and Land (ITCAL) has endorsed the Governance Model. It was also agreed that, as a way forward, DAFF would develop Norms and Standards for Agricultural Training Institutes.



The proposed Norms and Standards and the Governance and Financing Framework will ensure that the whole country will in future be served by appropriately positioned Institutes, guided by a shared vision, mission and mandate. Institutes will however retain their individual character and areas of specialization relevant to their location.

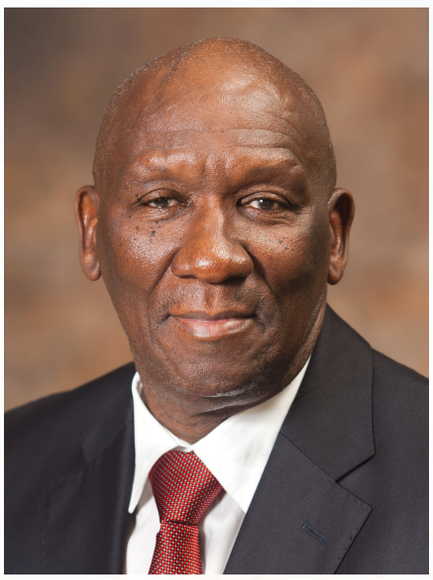
The Norms and Standards are quality standards and measures that have been benchmarked internationally to ensure that the Institutes operate at the highest possible level for the benefit of the sector. The rationale behind the quality measures is to give each Agricultural Training Institute a national platform, and to put each of them on the same level in terms of accountability and access to resources. The Norms and Standards will therefore ensure that all Institutes operate on an equal footing, bearing in mind the historical disparities that characterized these institutions. It will also provide each of the Institutes with an opportunity to participate more broadly and with greater impact on the transformation agenda for agriculture.

Finally, I am convinced that a truly transformed system of Agriculture, Forestry and Fisheries Education and Training, as envisaged in these Norms and Standards, would see the Institutes positioned, marketed and perceived in a way that will attract high quality students for a career in agriculture, forestry or fisheries. On this basis I am pleased to commend the Norms and Standards and the Governance and Financing Framework for Agricultural Training Institutes in South Africa.

(MR), S ZOKWANA, MP
MINISTER OF AGRICULTURE, FORESTRY AND FISHERIES



OVERVIEW BY THE DEPUTY MINISTER OF DEPARTMENT OF AGRICULTURE, FORESTRY AND FISHERIES



As a way to contribute to objectives of rural development, sustainable and economically viable agricultural production, agricultural education and training, and the new growth path, Department of Agriculture, Forestry and Fisheries (DAFF) has initiated a process of repositioning the 12 (twelve) Colleges of Agriculture. The Colleges of Agriculture (Agricultural Training Institutes, in future) will be able to assist in the development of a skilled and capable workforce in the sector. The Sector desperately needs trained, capable and productive farmers.

The title “Institute” is to a greater extent a protected word and most countries, organisations or companies may only use the word if they are “organisation which are carrying out their mandate at the highest level or to professional bodies of the highest standing”. The dropping of the name “College of Agriculture” and the adoption of “Agricultural Training Institutes” is therefore indicative of the transformational requirement for the Colleges to serve a particular purpose, serve a particular clientele and operate at the highest level possible. This also connotes that as institutes, these institutions will be semi-autonomous educational institutions without necessarily a classic full university status.

Invariably the South African Agricultural Training Institutes based on the scope of the norms and standards shall operate as centres of rural wealth creation, serving the geo-political training needs of particular provinces, servicing the training needs of farmers and agribusinesses and functioning as Centres of excellence within the agro-ecological zone servicing specific value markets.

The Department of Agriculture, Forestry and Fisheries has elevated three priority areas as strategic focus going forward – which is Food Security, Job Creation and contribution to the Gross Domestic Products (GDP). It is envisaged that well positioned Agricultural Training Institutes will contribute positively towards the alleviation of food insecurity in the country and will also play a critical role in the implementation of agro-processing strategies of our sector. Embedded to these priorities will be a clear focused attention to youth involvement in agriculture. Young people who graduate from these institutes will be followed through to ensure their full participation and contribution to the sector.



By developing these Norms and Standards and Governance and Financing Framework, DAFF seeks to transform and position the current Colleges of Agriculture into the future Agricultural Training Institutes to deliver on the agenda of the sector and to implement the education and training strategies in the sector. This Norms and Standards can only succeed with the total commitment and determination of all stakeholders. We must harness the will and determination of farmers, processors, public and private sectors to realize the potential these Institutes have. This move will respond directly to economic transformation which is at the centre stage of the current administration.

I wish to reaffirm the commitment of DAFF in creating an enabling environment for the realization of agricultural development objectives envisaged in this Norms and Standards. Indeed, skills development is far too important for our economy and our people to be given anything less than the highest level of attention.

Gen Bheki Cele, MP
Deputy Minister: Agriculture, Forestry and Fisheries

FOREWORD BY THE DIRECTOR-GENERAL



In 2007, DAFF appointed a high level team of experts to conduct a study on the most feasible Governance and Financing Model for the twelve (12) Colleges of Agriculture. The study recommended a governance model which gives the Department of Agriculture, Forestry and Fisheries a national oversight, responsibility and accountability for these 12 Colleges. The study further recommended that:
(1) Norms and Standards for governance of these Colleges should be developed; and
(2) That name "College of Agriculture" should be relinquished and be known as "Agricultural Training Institutes".

The term "institute" has been carefully selected to refer to an institution and/or organization which performs at the highest possible level of excellence and professionalism. The replacement of the name "College of Agriculture" with that of "Agricultural Training Institutes" is therefore indicative of the transformational requirement for the Colleges to serve a particular niche and clientele and operate at the highest level of excellence possible.

With the advent of democracy in South Africa, it became imperative to reconfigure the strategic role and mandate of the Colleges of Agriculture to be recognised as Centres of Excellence. The embedded meaning in the use of "Centres of Excellence" is that each of these twelve Colleges must first and foremost serve the agro-ecological human resources development needs of the region where it is located; and, must serve such needs with excellence such that it will be regarded as an undisputed authority, not only in the region where it is located but in the rest of the country.

Previously, these Colleges operated as diverse entities with acutely varying quality measures and standards, some of them under the homelands administrators. The Norms and Standards, which are quality standards and measures were developed and benchmarked internationally to ensure that the Colleges operate at the highest possible level for the specific benefit of the sector as well as the general benefit for the community at large, who are the consumers of the agricultural produce. The benefit of the Norms and Standards is that besides ensuring the highest possible level of performance, all the Colleges of Agriculture will be able to operate from an equal footing notwithstanding the historical disparities that characterized these institutions of learning.



The approved Norms and Standards for Agricultural Training Institutes and the Financing Framework for Agricultural Training Institutes (ATIs) represent the conclusion of a protracted process of the transformation of Colleges of Agriculture although the entirety of the actual transformation of the Colleges of Agriculture has not yet been achieved. However, the most important part of the process, which of necessity depended on wide consultation with key stakeholders, has been with great success. After wide-spread consultation and adoption of the appropriate governing model by stakeholders and the Departments of Agriculture and of Education, the Norms and Standards for Agricultural Training Institutes were developed and adopted in 2009 and ratified in 2011 by Interdepartmental Technical Committee on Agriculture, Forestry and Fisheries (ITCAFF).

In terms of their role, the Agricultural Training Institutes will be required to review their training curricula every three years to meet the skills and development needs of smallholder and subsistence farmers with the view of enabling their transition to participate in the commercial agricultural sector. They will offer National Qualification Framework (NQF) level 2-7 qualifications to existing and prospective farmers and agribusinesses. They will also, on a contractual basis, be responding to the geo-political needs of provinces and other stakeholders. They will function as centers of excellence on rural wealth creation.

I truly trust that these Norms and Standards and the Governance and Financing Framework will put each Agricultural Training Institute on par in terms of accountability and access to resources, and give each an opportunity to participate more broadly and with greater impact in the transformation agenda of the agricultural skills development in the sector.

EDITH V VRIES
DIRECTOR GENERAL



PART A: BACKGROUND



1. RATIONALE FOR NORMS AND STANDARDS

The national Department of Agriculture conducted a comprehensive investigation into the status of the 12 Colleges of Agriculture in South Africa. The aim of the study was to determine the way forward for the colleges in the light of the aims and objectives of South African agrarian and land reform,with particular reference to transforming agriculture.

There has been a dramatic restructuring of the higher education landscape during the past decade. Nine of the 12 agricultural colleges are accredited with the HEQC, but did not form part of the landscape changes. Colleges currently resort under the provincial departments of agriculture, except for Fort Cox College, which is currently autonomous and is funded by the provincial Eastern Cape Department of Agriculture and Grootfontein, which resorts under the national Department of Agriculture (DOA).

The policy environment for the agricultural sector in South Africa at this point in time is dominated by three policy issues: land reform, black economic empowerment, and the strategic vision for agriculture.

Agricultural education and training is an indispensable cornerstone of all three of these strategic policy issues. The Agricultural Training Institutes (ATIs) will have a critical role to play in this regard. The colleges are well positioned to continue making a formidable contribution to the agricultural sector. However, they will need to be repositioned, refocused and recapitalised.

Vast differences exist between colleges with regard to support received from provincial departments of agriculture. Some are well endowed with human, physical and financial resources, while others are vastly under-resourced. Some are placed high in the agendas of the provincial departments of agriculture, while others battle for a hearing. Most continue to offer formal qualifications, while others offer only farmer training at levels below the further education and training (FET).

It was recommended that agricultural training institutes be brought into a new dispensation, that they be harmonised in keeping with the objectives of the National AET Strategy, and that they be assisted to align their programmes and offerings to the ambitions and aims of the new and emerging agricultural producers in South Africa.

The vehicle to do this as an interim measure in the absence of an Act and regulations governing ATIs was to establish norms and standards for the ATIs to ensure that they



are all able to deliver on the renewed agenda. The intention is to ensure that they are all fairly and equitably resourced and supported. The need for the norms and standards had become a matter of priority for DOE and, therefore, the norms and standards had to be developed to provide a platform for positioning the agricultural training institutes to deliver and implement the Agricultural Education and Training Strategy (AET).

The rationale for introducing a set of norms and standards is to give each ATI a national platform and put each on the same level in terms of accountability and access to resources. It gives each college an opportunity to participate more broadly and with greater impact on the transformation agenda for agriculture.

Therefore the intention of this document is to set out norms and standards for ATIs to usher in a new era and dispensation for them. The document is the outgrowth of several stages of consultation and development. It has drawn from information provided in the study mentioned above as well as from various documents provided by the ATIs. It also reflects input from key informants in various sectors, including agriculture and education.

2. PURPOSE AND OBJECTIVES OF THE NORMS AND STANDARDS

The purpose of the norms and standards is to provide a platform for positioning the ATI's to deliver on the South African agricultural agenda. They set a standard for performance in each of the indicated elements. Through the implementation and effective enforcement of the norms and standards, the ATIs will be shaped and transformed. In return for applying and adhering to these norms and standards, the ATI's should receive greater attention, clearer focus, and more funding, including appropriate human, financial and physical resources commensurate with their mandate. In brief, the norms and standards for South African ATIs creates a framework for ensuring consistent quality of AET, the sound management of public funds, and establishing and maintaining equity among the ATIs.

The main objective of setting norms and standards is to establish a platform for transforming the current Colleges of Agriculture into the future ATIs and to implement the AET Strategy. The specific objectives are to:

- Establish the principles for governance at national and institute level;
- Establish the principles for achieving excellence in the provision of agricultural education and training;



- Provide the means for ensuring that the ATIs are appropriately staffed and have the necessary infrastructure to deliver on their mandates;
- Assist the ATIs to align their programmes and offerings to the ambitions and aims of the need of the agricultural sector;
- Provide means for establishing equity and parity in terms of quality of educational offerings, budgets and financial and operational management;
- Provide the means for ensuring that the ATIs are appropriately staffed and have the necessary infrastructure to deliver on their mandates; and
- Outline the means for enhancing the status of the ATIs and for them to make a practical contribution to South Africa's rural communities.

3. CLIENTS

The ATIs work with a wide range of clients. Chief among them, naturally, are new learners, future agricultural practitioners and scientists. This category of clients will receive the lion's share of the focus of the ATIs. In addition, farmers, who are operating at various levels and for varying purposes, also comprise a major group of clients. Provincial Departments of Agriculture, their extension personnel, rural communities, municipalities, and agricultural organisations and businesses also fall into the scope of the ATIs.



CATEGORY OF CLIENTS	DESCRIPTION	ROLE OF THE ATI
Future agricultural practitioners and scientists	Qualified learners interested in HE training for a career in agriculture	HE qualifications on NQF levels 5-7
Subsistence and household food producers	Mainly produce for own consumption; may produce small marketable surplus.	Farming and farm management skills training.
Small-scale farmers and land reform beneficiaries	Mainly produce on a small scale for own consumption; produce small marketable surplus or does not have farming knowledge.	FET qualifications on NQF levels 1-4; Farming and farm management skills training.
Commercial farmers	Produce marketable quantities of produce.	Advanced farm and farm management skill training; Training for agricultural niche markets.
Extension Officers	Extension practitioners in the public, private and NGO sectors needing upgrading or retraining.	In-service training in agricultural extension and commodities.
Rural communities District and Local Municipalities	Communities in the area in which the ATI is situated and where its training clients are located.	Practical engagement for local economic and social development; Training of personnel community members
Provincial departments of agriculture	PDAs within which the ATI is located or otherwise services.	Addressing human resource development needs in the agricultural sector in the province; Support with agricultural extension; Applied research Training of PDA personnel.
Agribusinesses, commodity groups and farmers' associations and private sector within agriculture.	Organisations engaged in some aspect of agriculture, including production, value adding, marketing, research, development and farmer training.	Tailor-made training Partnerships in technology development and training.



PART B: NORMS AND STANDARDS



1. SUPPORT PROGRAMMES REQUIRING SERVICES OF ATIs

In 2005, the DOA approved the Agricultural Education and Training Strategy for Agriculture and Rural Development, popularly known as the AET Strategy. This was the beginning of a multi-faceted programme to agricultural education and training to meet the challenges of a changing agricultural landscape.

The ATIs are seen as major contributors to human resource development and knowledge generation in support of the Land and Agrarian Reform Programme. ATIs are expected to strengthen their capacity to support the roll out of the Extension Recovery Plan as well as different government priority programmes that are aimed at the advancement of rural livelihoods.

2. GUIDING PRINCIPLES FOR THE NORMS AND STANDARDS OF THE ATIs

The norms and standards are underpinned by commitment and adherence to the following principles:

- All agricultural training at institute level must be ***accredited*** and well resourced at all levels, with an appropriate number of lecturers and trainers with the relevant skills.
- Agricultural education and training offered by the Agricultural training institutes must be ***accessible*** and must be responsive to the challenges facing South African agriculture.
- The training programmes offered by the ATIs must be of the ***highest quality*** possible.
- Agricultural Education and Training at Institute level must be ***effective and well coordinated*** and must be integrated at all levels responding appropriately to the South African agriculture.
- The Agricultural Training Institutes must host a good and appropriate ***infrastructure and equipment*** to ensure training that incorporates both theory and practice.
- Functionally and operationally, the ATIs must be centres of ***excellence*** and of rural wealth creation.
- Agricultural training at ATI level must be ***mobile and transferable*** from one ATI to another and must articulate with hierarchies of AET qualifications.



3. MANDATE AND FUNCTIONS OF THE ATIs

3.1 Rationale for the name: Agricultural Training Institutes

An institute is a permanent organisational body created for a particular purpose. An institute can also be a professional body. The title "institute" is to a greater extent a protected word and most countries' organisations or companies may only use the word if they are "organisations which are carrying out their mandate at the highest level or to professional bodies of the highest standing".

The dropping of the name "College of Agriculture" and the adoption of "Agricultural Training Institutes" is therefore indicative of the transformational requirement for the colleges to serve a particular purpose, serve a particular clientele and operate at the highest level possible. This also connotes that as institutes, these institutions will be semi-autonomous educational institutions without necessarily a classic full university status.

Invariably the South African ATIs, based on the scope of the norms and standards, shall operate as centres of rural wealth creation, serving the geo-political training needs of particular provinces, servicing the training needs of farmers and agribusinesses and functioning as centres of excellence within the geo-ecological zone servicing specific value markets.

3.2 Mandate for ATIs in line with the AET Strategy

As a departure point, the ATIs are charged with the responsibility of being part of the implementation of the National Agricultural Education and Training Strategy. The ATIs are therefore mandated to do the following:

- Offer a range of AET qualifications at NQF levels 1-7;
- Offer other AET (outside the NQF system) on a contractual basis;
- Conduct relevant applied research;
- Researching, developing and implementing plans that contribute to addressing human resource development needs of the agricultural sector in South Africa, giving attention to the transformation agenda by:
  - Actively participating in the human resource development programme of relevant provincial departments of agriculture;
  - Aligning curricula to the human resource development needs as identified by public and private sector stakeholders in the agricultural sector;



- Providing training, retaining, up-skilled and in-service training of agricultural extension and research personnel (as a part of the Extension Recovery Plan);

- Developing strategic partnerships with relevant stakeholders and service providers to strengthen the ATIs capacity to deliver on its mandate;

- Contribute to the overall extension programme and specifically provide technical backup to the extension and research programmes of provincial departments of agriculture;

- Function as Centres of Rural Wealth Creation;

- Function as centres of excellence within its respective agro-ecological zone.

3.3 Function of the ATIs

The ATIs are part of the formal educational infrastructure in South Africa. They operate in three spheres: Farmer training; further education and training; and higher education and training.

3.3.1 Farmer Training

ATIs have a long history of training farmers. They are generally well positioned geographically to enable access by resource poor and less literate farmers to solid technical training in agricultural production. Many of the farmers who need training will not meet criteria for FET or HET. The ATIs meet this need. Furthermore, some of the ATIs have developed excellent reputations for farmers' training within specific sectors and commodity grouping within the agricultural sector.

It is anticipated that such farmer training will continue to feature prominently with the ATIs. It is, however, expected that the ATIs will consult with the relevant provincial departments of agriculture and with other stakeholders in their respective areas to determine training needs and to develop appropriate training programmes. One element of this is to ensure that the ATIs make a significant contribution to increasing the capacity of other AET service providers to provide farmer training.



3.3.2 Further Education and Training

The ATIs also have a role to play in the FET band of AET, particularly for farmers and farm workers. There are numerous certificates at NQF levels 1-4 in various subfields of the primary agriculture sector of the SAQA framework that can be offered by the ATIs.

Where current farmer training could be offered on the FET system, ATIs will be expected to upgrade their programmes to comply with FET standards.

3.3.3 Higher Education and Training

A primary function of the ATIs has been to offer diplomas in agriculture at NQF levels 5 and 6. The recently gazetted Higher Educations Qualifications Framework (HEQF) has opened the way for the ATIs to continue offering NQF level 5 Certificates and NQF level 6 Diplomas.

The HEQF has also provided a framework for the ATIs to offer some NQF level 7 qualifications—notably the Bachelor of Agriculture and the Bachelor of Technology in Agriculture. ATIs may offer such qualifications in partnership with universities or, if they upgrade their programmes and facilities as required, they may offer them in their own right.

Further, within the broader context of Higher Education, the ATIs will be actively involved in the Extension Recovery Plan through the provision of in-service training to public sector extension personnel as outlined in the Norms and Standards for Extension and Advisory Services in Agriculture.

3.3.4 Centres of Excellence and Centres of Rural Wealth Creation

ATIs are expected to develop their capacity to make significant contributions to creating wealth in rural communities in South Africa. In partnership with relevant role players and stakeholders, each ATI will develop plans, programmes and strategies to foster widespread prosperity in rural areas within its reach. Although the ATIs are primarily educational institutions, community development and outreach form a core part of their function whereby teaching, research, extension and development are well integrated.

Concomitant with being Centres for Rural Wealth Creation, ATIs are expected to develop their capacity to be Centres of Excellence within their respective agro-ecological zones. Here again, the integration of teaching, research, extension and development provides the framework for pursuing this objective. It is anticipated that ATIs will be centres of practical and theoretical learning in specific niches within the agricultural sector towards the industry and will gravitate for support, advice and assistance.



3.4 Norms and Standards set to support the mandate of ATIs

3.4.1 AET Plans and Programmes

NORM	STANDARDS
The ATIs will consult, develop and implement plans that contribute to addressing the human resource development needs of the agricultural sector	Plans must: • Be developed in consultation with relevant industry stakeholders and relevant provincial departments of agriculture; • Specify how they address the identified human resource development need; • Reflect and incorporate the human resource development programmes of the relevant provincial departments of agriculture; contribute to the overall strengthening of capacity of other service providers to contribute to the development of human resources for agriculture in the areas where the ATI has geographical impact.



3.4.2 Offer a range of AET qualifications on NQF level 1-7

NORM	STANDARDS
The ATI will offer AET qualifications at NQF levels1-7.	• The ATI may offer FET (NQF 1-4) and HE (NQF 5-7) qualifications. • Qualifications must fall within the intent of the National AET Strategy. • The ATI is accredited to provide learning against standards and qualifications as registered on the NQF and the HEQF. • All AET qualifications and programmes: • Make a contribution to the transformation of agriculture in South Africa; • Reflect the needs of the ATIs client base; and • Are registered with SAQA and otherwise comply with the policies set by the National Department, the requirements of and the standards set by SAQA, CHE, HEQF (including accreditation), QCTO and SETA e.g. (AgriSETA), and the principles and aims of the National AET Strategy. • The curricula of programmes and qualifications: • Provide substantive training in relevant academic subjects as determined by the need, including but not limited to: Agricultural Production, Agricultural Extension, Farm Management, Resource Management, Farm Engineering and Agro-processing; • Integrate theory and practice, encourages learning beyond assessment and is linked to real-world employment and livelihoods; and • Is deliberately and purposefully designed. • Programmes are adequately resourced in terms of staff, venues and learning materials and Learner: Teacher ratios are within the policy and legislation established by the Department of Education. • The articulation possibilities applicable to each qualification are clearly demonstrated.

3.4.3 Offer other AET (outside the NQF system) on contractual basis

NORM	STANDARDS
Offer AET programmes for skills training for farmers outside the NQF level system.	Non-NQF AET programmes: • Must reflect human resource development AET needs as determined in consultation with relevant stakeholders within the agricultural sector; • Must be viable (e.g. they must not be subsidised by the NQF AET programmes); and • May be offered on a contractual basis.



3.4.4 Conduct relevant applied research

NORM	STANDARDS
The ATI will conduct relevant applied research.	Research: • Is consistent with the AET qualifications and programmes offered at the ATI; • Contributes to (and does not distract from) the offering of AET qualifications and programmes; • Is given an adequate budget and is not subsidised by the ATIs AET programme; and • Academic staff to be encouraged to register with professional bodies and to form academic affiliation with other research institutes and/or universities.

3.4.5 Contribute to the overall extension programme and specifically provide technical backup to the extension and research programmes of provincial Department of Agriculture and establish partnership

NORM	STANDARDS
The ATI will participate in the human resource development programme of relevant provincial departments of agriculture such as training, retraining, and up-skilling of agricultural extension and research personnel.	• Participation is: - Defined by mutual consent; - Offered through formal and professional service level agreements; and - Given an adequate budget and is not subsidised by the ATIs AET programme. • Curriculum for training extension personnel must be aligned with the norms and standards for extension and with the Extension Recovery Plan

NORM	STANDARDS
The ATI will develop strategic partnerships with relevant stakeholders to strengthen the ATI's capacity to deliver on its mandate.	• Partnerships contribute to the overall strengthening of capacity of other service providers to contribute to the development of human resources for agriculture in the areas where the ATI has geographical impact. • Stakeholders include at least the following: other government departments; relevant provincial AET forums; relevant international organisations/institutes; relevant NGOs; relevant FET colleges.



3.4.6 Centres for Rural Wealth Creation

NORM	STANDARDS
The ATI is recognised as a centre for Rural Wealth Creation.	The ATI develops and implements plans that recognisably contribute to one or more of the following: • Increased creation of wealth in agriculture and rural areas; • Increased sustainable employment; • Reduced poverty and inequalities in land and enterprise ownership; and • Improved household food security.

3.4.7 Centres of Excellence in the ATIs agro- ecological zone

NORM	STANDARDS
The ATI is recognised as a Centre of Excellence in its agro-ecological zone.	The ATI develops and implements plans that recognisably contribute to one or more of the following: • Improved farming efficiency within the context of the sustainable use of natural and biological resources; • Improved investor confidence, leading to increased domestic and foreign investment in agricultural activities and rural areas; • Improved national and household food security; • Innovation by farmers; and • Pride and dignity in agriculture as an occupation and sector.

3.5 Management and staffing

ATIs should as at least function at the level of a directorate to undertake their mandate as set in section 3.4.1- 3.4.7

3.5.1 Management

Management of the ATI should be composed of a CEO (Principal) and an appropriate executive structure incorporating at least HE, FET, Administration, Finance, HR, Quality Assurance and Farm Management, dependent on the needs of each ATI.

The CEO will, among other things, manage the affairs of ATI, form management structures and be a chief user in terms of the budget.



3.5.2 Academic Staff

Depending on the nature of academic programmes and area(s) of emphasis, each ATI should be adequately resourced with heads of departments (Academic heads), senior lecturers, lecturers, trainers, technicians and tutors.

There must be clear career pathing and remuneration dispensation (e.g. OSD) for academic staff which should be entrenched within a retention strategy of each department of agriculture which has juristic powers over an ATI.

3.5.3 Administrative and Support Staff

In order for the ATIs to focus on their core business and deliver effectively on their mandate they need, over and above, management and academic staff, support from administrative and support staff.

ATIs are expected to provide adequate support to their clients, particularly full-time students. It is recognised that an ATI should remain operational beyond normal working hours owing to the nature of the business of ATIs and should satisfy a wide range of client needs.

A wide range of personnel must be recruited for ATIs and such personnel may include Registrar Finance(s), registrar(s), student affairs officer(s), admin. officer(s), admin. clerk(s), bookkeeper(s), IT specialist(s), librarian(s), student counsellor(s), hostel manager(s), sport administrator(s), examination officer(s), farm manager(s), farm foreman(men), farm aid(s) and tradesman(men).



3.6 Norms and Standards in support of management and staffing of ATIs

3.6.1 ATI Management

NORM	STANDARDS
Management staff at any ATI must be appropriately qualified	• The Principal, Vice-Principal and Heads of Academic Departments must have at least have a relevant Masters degree and substantial experience (to be determined per post) in an institution of further or higher education and training (whichever is appropriate) with sufficient relevant management experience. • The Heads of administrative units must have at least the relevant Bachelor degree with sufficient management experience.
All management staff appropriately graded and remunerated	• All posts must have written job descriptions and should be subject to formal evaluation for grading. • Job evaluations are conducted in accordance with established policies and procedures. • Management staff should be appointed following recruitment and selection procedures approved by the relevant authority. • A uniform performance and assessment policy must be adhered to by all ATIs. • Members of management should enter into performance agreements.

3.6.2 ATI Academic Staff

NORM	STANDARDS
Academic staff at any ATI must be appropriately qualified	• The preferred qualification for academic staff is a relevant Masters degree. • The minimum required agricultural qualification for academic staff is a relevant qualification of at least NQF 6 or at least one NQF level above the level on which the staff member teaches (whichever is higher) plus sufficient practical or teaching experience. • All academic staff members are required to have a qualification in education accredited by the ETD-SETA (e.g. Post-graduate Certificate in Education, Diploma in Higher Education, Bachelor of Education) at an NQF level at least equivalent to a Post-graduate Certificate in Education (PGCE). • All academic staff members are required to be registered as assessors and moderators. • All academic staff must be engaged in professional development (e.g. formal qualifications, short-course, professional training, professional congresses and conferences) and budgets and time must be available for this.



NORM	STANDARDS
All academic staff members are appropriately graded and remunerated	• All posts must have a written job description and are subject to formal evaluation for grading. • Job evaluations are: - Are done by the relevant authority; - Consistent with relevant legislation; and - Applied consistently to all ATIs. • A uniform personnel performance and assessment policy should be adhered to by all ATIs and is established and enforced. • All academic staff should have clearly articulated career paths (refer to 3.5.2)

3.6.3 ATI administrative and Support Staff

NORM	STANDARDS
Administrative and support staff at any ATI must be appropriately qualified	• The minimum qualification for administrative and support staff are determined by the requirements of each specific post according to the formal evaluation. • The qualification requirements for specific posts are consistent across all ATIs. • All administrative and support staff must be engaged in professional development, formal qualifications, short-course, professional training, etc.).

NORM	STANDARDS
All administrative and support staff are appropriately graded and remunerated.	• All posts must have written job descriptions and should be subject to formal evaluation for grading. • Job evaluations are: - Consistent with relevant legislation; - Conducted in accordance with policy establishment by the relevant authority; - Applied consistently to all ATIs. • All administrative and support staff are appointed following recruitment procedures approved by the relevant authority. • All administrative and support staff should have clearly articulated career paths.



3.7 Norms and Standards pertaining to access and infrastructure

3.7.1 Access

NORM	STANDARDS
Reasonable access is affordable to each ATI.	• No unreasonable barriers (beyond the academic entrance requirements) shall be created or used to limit access to AET qualifications at the ATI. • The designated language (i.e. one of the official languages) of learning must not prejudice an applicant. • Students must have access to their own funding. • Students in financial need should, where possible, be provided with bursaries; study loans or have access to financial assistance.

3.7.2 Infrastructure

NORM	STANDARDS
ATIs will ensure that they have reasonable access to all the appropriate infrastructure and equipment required to deliver the specified curricula.	• The ATI will comply with SAQA, QCTO and ETQA requirements. • ATIs may own, hire, or make use of public or private facilities based on what is most effective in supporting the ATIs' AET programmes. • Development and maintenance of infrastructure and facilities must be managed systematically, efficiently, effectively and timeously. - AET programmes should not be compromised by issues of maintenance. - The following are the minimum infrastructural requirements: - Agricultural land for crop production and grazing relevant to the technical component of the curriculum; - Agricultural structures relevant to the technical component of the curriculum (e.g. milking parlour, stock pens, grain storage, irrigation system); - Agricultural equipment and implements relevant to the technical component of the curriculum (e.g. tractors, ploughs, balers, agro-processing equipment, etc.); - Lecture venues; - Practical venues; - Library/information centre; - Student Internet access and computers; - Study areas; - Student residential and dining facilities for males and



NORM	STANDARDS
	females (with access for people with disabilities); - Recreational and sporting facilities; - Access to clinic and counselling facilities.

4. INSTITUTIONAL MECHANISMS FOR CREATION OF EFFECTIVE ATIs

Partnerships and collaboration for agricultural development and the realisation of the vision of the agricultural sector, namely a "united and prosperous agricultural sector" requires meaningful participation of a circle range of stakeholders. The principal actors for the attainment of this vision are national, provincial, the ATIs, farmer organisations/industry and SETAs.

4.1 Department of Agriculture (DOA) (National Council)

The roles of DOA are to:

- Register/de-register ATIs;
  - Establish guidelines within which ATIs will develop strategic plans for AET offerings;
  - Establish and ensure the implementation of academic policy, including academic offerings, student admissions, recognition of prior learning and quality assurance;
  - Harmonise practices across all the ATIs relating to the academic offerings, budgets, salaries, job and task descriptions, quality assurance, student assistance and other related academic issues;
  - Establish national and international cooperation and linkages;
  - Ensure sound management of the ATI;
  - Source and administer grants funding in terms of Division of Revenue Act; and
  - Approve centres of excellence for ATIs and support the funding of these centres.



4.2 The roles of the PDAs and departments with Juristic powers over ATIs (ATI councils) are to:

- Ensure that ATIs are positioned at least as directorates accountable to a programme within the department;
- Ensure that each ATI has an academic advisory board;
- Ensure that ATIs are adequately resourced to undertake their mandates and functions;
- Ensure that the offerings, budget, salary levels, task description, quality assurance policies and those of standard-setting bodies like SAQA, Umalusi, HEQC and SETAs.
- Ensure that funds allocated to an ATI are managed professional in line with Public Finance Management Act (PFMA) and the Generally Accepted Accounting Procedures (GAAP);
- Set up a bursary scheme or study loan facility for needy students and beneficiaries.

4.3 The roles of ATIs are to:

- Constitute an academic board;
- Ensure establishment of subcommittees like curriculum advisory committees for each National Qualification offered;
- Facilitate involvement of the students in the governance and operations of the ATI (e.g. Student Representative Council);
- Manage funds and resources as well as infrastructure allocated to them professionally;
- Develop strategic, operations and risk management plans;
- Develop and offer academic programmes in line with standards set by different standard-setting bodies;
- Keep a database of all registered learners/beneficiaries;
- Register all qualified graduates to the National Learners Register SAQA; and
- Ensure traceability of all learners registered or previously registered with ATI.

4.4 The role of SETAs or other standard setting bodies.

The main SETAs that should work closely with ATIs are mainly AgriSETA, Food and Beverage Sector Education and Training Authority (FoodBev) and Forest Industries and Education Training Authorities (FIETA).

The roles of SETAs and other standard setting bodies are to:

- Develop sector skills plans and make them accessible to ATI;
- Accredit programmes and offering of ATIs;
- Establish partnerships with ATI in the implementation of learnerships.



4.5 Farmer organisations and other private organisation.

These structures are expected to:

- Avail skilled personnel to serve in academic boards and curriculum advisory committees of ATIs;
- Assist ATIs in the implementation of experiential training programmes;
- Provide industrial/work experience for newly appointed academic staff through the provision of mentoring services; and
- Collaborate and establish partnerships with ATIs.

5. FUNDING OF ATIs

ATIs must be adequately funded to fulfil their mandates as outlined on 3.2. However, ATIs will be expected to raise funds through contracts for training programmes that fall outside the NQF system.

Funding of ATIs in the main should be provided for within the budget of DOA and provincial departments with juristic powers over the ATI and should cover compensation of employees, goods and services, capital works, including maintenance budget.

DOA is expected to source and administer grant funding in line with the Division of Revenue Act (DORA). The grants will be for the upgrading of ATIs.



APPENDICES



Appendix A:

Definition of terms

Accreditation	The certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfil a particular function within the quality assurance system set up by SAQA.
AET Strategy	A strategy developed by the national Department of Agriculture to create the foundation for the transformation of agricultural education and training at all levels in South Africa.
Applied Competence	The ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification.
Applied Research	Research concerned with the practical application of knowledge, material, and/or techniques directed toward a solution to an existent or anticipated agricultural problem or opportunity.
Assessment	The process of collecting evidence of learners' work to measure and make judgements about the achievement or non-achievement of specified NQF standards or qualifications.
Assessor	A person who is registered by the relevant ETQA body to measure the achievement of specified NQF standards or qualifications.
Audit	The process undertaken to measure the quality of products or services that have already been made or delivered.
Candidate	A person whose performance is being assessed by the assessor.
Centre of Excellence	An organisation that has achieved renown (according to a set of criteria in the industry) for excellence in a particular field of agricultural education and training.



Centre of Rural Wealth Creation	An organisation that consciously and, through direct action and community outreach/extension, contributes toward creating wealth in rural communities.
Core Learning	That compulsory learning required in situations contextually relevant to the particular qualifications.
Credit	That value assigned by the Authority to ten (10) notional hours of learning.
Diploma	A whole qualification at NQF level 6 comprising at least 360 credits with a maximum of 120 credits at NQF and a minimum of credits at NQF level 7 with the balance of credits at NQF level 6 or 7.
Education and Training	Theoretical and practical learning.
Education and Training Quality Assurance Body	Body accredited in terms of the SAQA Act, responsible for monitoring and auditing achievements in terms of national standards or qualifications, and to which specific functions relating to the monitoring and auditing of national standards or qualifications have been assigned.
Equity	Ensuring consistent and impartial access to resources and the consistent and impartial application of policy among all the ATI's.
Exit Level Outcomes	The outcomes to be achieved by a qualifying learner at the point at which he or she leaves the programme leading to a qualification and/or achievement of which entitles the learner to a qualification.
Extension	Agricultural extension: the discipline and practice of engaging farmers and producers with learning for the purpose of improving productivity, profitability and sustainability.
Field of Learning	A particular area of learning used as an organising mechanism for the NQF.



Fundamental Learning	The type of learning which forms the grounding or basis needed to undertake the education, training or further learning which is required in the obtaining of a qualification and “fundamental” has a corresponding meaning.
Further Education and Training	The band education and training on NQF levels 1-4. It also corresponds with grades 9-12 in secondary school.
Higher Certificate	A whole qualification (NQF level 5) consisting of a minimum of 120 credits of learning at NQF level 5.
Higher Education and Training	All learning programmes leading to qualifications higher than grade 12 or its equivalent in terms of the NQF, including tertiary education.
Learner	Any person receiving education and training
Learning programme	A structured set of learning offerings and related assessment and attainment requirements.
Moderating body	A body specifically appointed by the Authority for the purpose of moderation.
Moderation	The process which ensures that assessment of the outcomes described in the NQF standards and qualifications is fair, reliable and valid.
Non-NQF AET Programme	AET programmes that fall outside the system of qualifications offered on the NQF.
NQF Levels	Refers to the 10 qualification levels in the NQF. Levels 1-4 are FET qualifications. Levels 5-10 are HET qualifications. A national diploma in agriculture is at NQF level 6.
Official Languages	Refers to the eleven official languages of South Africa. Generally an ATI would use English and one other language which is endemic to the area in which it is situated.
Outcome	Contextually demonstrated end product of the learning process.



Assurance Provider	An education and training body which delivers learning programmes that culminate in specified NQF standards or qualifications and manages the assessment thereof.
Qualification	The formal recognition of the achievement of the required number and range of credits and other requirements at specific levels of the NQF determined by the relevant bodies registered by SAQA.
Quality Assurance	The process of ensuring that the degree of excellence specified is achieved.
Recognition of Prior Learning	The comparison of the previous learning and experience of a learner against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements.
Registered	Officially registered (recorded).
Registration of Standards and Qualifications	Standards or qualification registered on the NQF.
Registrations of ATIs	The National Council of ATIs will be the legal body responsible for the registration of ATIs in the national ATI system. ATIs will also be subject to other registrations such as CHE and SAQA.
Relevant Masters degree	Masters degree is an NQF level 9 (on the HEQF) qualification from a recognised university. Relevant Masters degree is a Masters degree that provides the holder with skills and knowledge relevant to the work required.
South African Qaulifications Authority	The body responsible for overseeing the development and implementation of the NQF, established in terms of the SAQA Act, Act No. 58 of 1995
Sector	A defined portion of social, commercial or educational activities (e.g. the agricultural sector).
Sector Education and Training Authority	A body responsible for the organisation of education and training programmes within a specific sector.



Service Level Agreement	Formal, signed agreement between two institutions to deliver a specified service.
Specific Outcomes	Knowledge, skills and values (demonstrated in context) which support one or more critical outcomes.
Sufficient Managerial Experience	Refers to the need for an incumbent in a post to have had enough years and depth of experience as a manager to be able to competently carry out the work of a manager set out in a particular job description.
Transformation	The conscious and deliberate actions taken to redress the inequities of the past, including those previously excluded.



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South African Schools Act, 1996 (Act No.84 of 1996).

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LIST OF AGRICULTURAL TRAINING INSTITUTES

1. Cedara College of Agriculture
   Province: KwaZulu Natal
   Town: Pietermaritzburg
   Address: Private Bag X6008
   HILTON
   3245
   Tel: 033 355 9304
   Fax: 033 355 9303

2. Cape Institute For Agricultural Training: Elsenburg
   Province: Western Cape
   Town: Stellenbosch
   Address: Private Bag X54,
   ELSENBURG
   7607
   Tel: 021 808 5018/9
   Fax: 021 808 7703

3. Fort Cox College of Agriculture
   Province: Eastern Cape
   Town: King Williams Town
   Address: P.O. Box 2187
   KING WILLIAMS TOWN
   5600
   Tel: 040 653 8033/4
   Fax: 040 653 8036/ 40

4. Glen College of Agriculture
   Province: Free State
   Town: Bloemfontein
   Address: Private Bag X 01
   GLEN
   9360
   Tel: 051 861 8637
   Fax: 051 861 8456

5. Grootfontein Agricultural Development Institute
   Province: Eastern Cape
   Town: Middelburg
   Address: Private Bag X529
   MIDDELBURG
   5900
   Tel: 049 8426725
   Fax: 049 842 1477

6. Lowveld College of Agriculture (Nelspruit Campus)
   Province: Mpumalanga
   Town: Nelspruit
   Address: Private Bag X11283
   NELSPRUIT
   1200
   Tel: 013 753 3064
   Fax: 013 755 1110

   Lowveld College of Agriculture (Marapyane Campus)
   Province: Mpumalanga
   Town: Skilpadfontein
   Address: Private Bag X 1



SKILPADFONTEIN
0431
Tel: 012 0100010

7. Madzivhandila College of Agriculture
Province: Limpopo
Town: Thohoyandou
Address: Private Bag x5024
THOHOYANDOU
0950
Tel: 015 962 7200
Fax: 015 962 7239

8. Owen Sitole College of Agriculture
Province: KwaZulu Natal
Town: Empangeni
Address: Private Bag X20013
EMPANGENI
3880
Tel: 035 795 1345
Fax: 035 795 1379

9. Potchefstroom College of Agriculture
Province: North West
Town: Potchefstroom
Address: Private Bag X 804
POTCHEFSTROOM
2520
Tel: 018 299 6556
Fax: 018 297 0023

10. Taung College of Agriculture
Province: North West
Town: Taung
Address: Private Bag X532
TAUNG
8584
Tel: 053 994 9840
Fax: 053 994 1130

11. Tompi Seleka College of Agriculture
Province: Limpopo
Town: Marble Hall
Address: Private Bag X 9616
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12. Tsolo College of Agriculture
Province: Eastern Cape
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Fax: 047 542 6285