Diploma in Nature Management
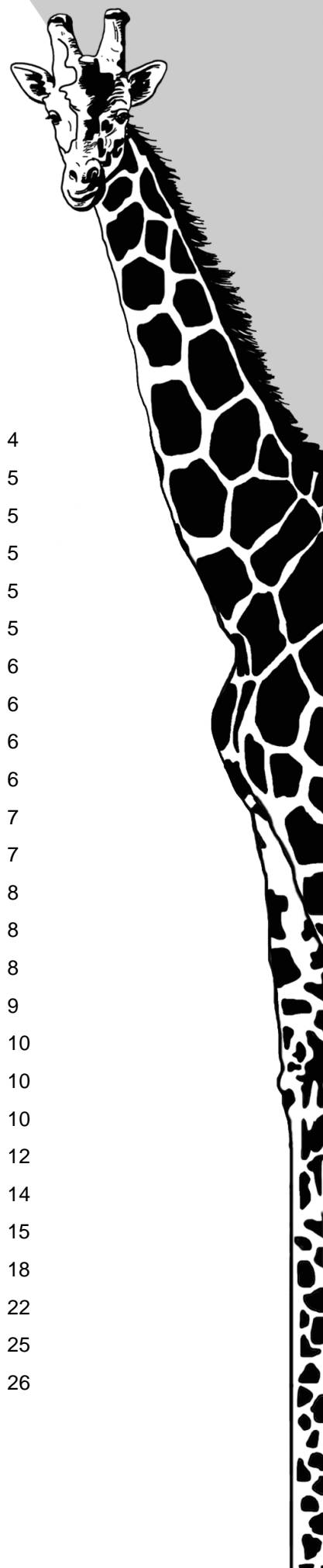
Centurion Academy

THIRD YEAR WORKPLACE-BASED LEARNING

STUDY GUIDE 2021

Do not use study guides from previous years! This study guide has been revised and information has changed!

This is no field for the amateur...,
therefore it requires a person with proper
plant ecological or range management training.
Bothma & du Toit 2016

Writing remains the primary means of

communicating plans, actions and outcomes.

Mentis 2014

University teachers should be concerned to
ensure that the students that graduate from
their programmes are prepared for the world
in which they will live and work.

SA Council on Higher Education 2011

1. INTRODUCTION

Centurion Academy places great emphasis on a practical, career-orientated approach to training. In line with this philosophy, students of the Diploma in Nature Management must undertake a ten-month period of work-integrated learning during the final year of their studies. During this time students are exposed to the practical and applied aspects of the nature management industry, in order to prepare them to enter the industry upon completion of their studies.

Indeed, the Council on Higher Education, the ultimate quality control body for higher education in South Africa, places considerable emphasis on the importance of work-integrated learning - the quote on the first page of this Study Guide comes from their guidelines to work-integrated learning. Your third-year *Letter to the student* further emphasises this point by making the claim that the third year is what "makes you" as a competent future manager and is perhaps the most important component of your whole course.

To achieve this goal, a major component of the course is a year of *workplace-based learning*. Workplace-based learning is a form of work-integrated learning specifically designed to integrate theoretical knowledge gained through formal classroom-based study, with practice-based knowledge gained through immersion in an appropriate work context. Note that workplace-based learning is not the same as work *experience* – workplace-based learning is a formal part of a programme with prescribed requirements, outcomes and assessment.

In the Diploma in Nature Management workplace-based learning takes the form of a third year on a game ranch or reserve (or other approved nature-related workplace), in which you work for the organisation but also have to complete certain academic requirements for your course.

The expected outcomes of this workplace-based learning are the following:

- To experience a real working environment in nature management or nature-related fields,
- To experience how theoretical and practical knowledge gained in the class situation fit into a real working environment,
- To be able to apply theoretical knowledge and practical management techniques in real situations,
- To experience how the seemingly disparate subjects that comprise the Diploma in Nature Management are relevant to and integrated in real management situations,
- To be able to identify projects that are relevant to management of the property and plan and carry out the projects according to specified guidelines,
- To be able to analyse a situation and plan accordingly,
- To be able to make decisions and choose between different options depending on a particular situation,
- To be able to adapt different options for new situations,
- To be able to continually analyse situations to identify shortcomings, areas for improvement and new opportunities and plan accordingly,
- To be able to apply the principles of adaptive management in real management situations,
- To be able to collect, analyse, synthesise and interpret data for various purposes,
- To be able to effectively present and communicate information in appropriate ways, including written reports and oral presentations,
- To learn how to work effectively and professionally with colleagues, staff, clients and service providers,
- To gain the necessary experience to be prepared for a professional career in nature management and nature-related fields.

2. REGISTERING FOR THE THIRD YEAR

Qualifying for the third year

All first and second year subjects must be passed before a student may register for the third year. Students can qualify for the third year in early December of their second year; they may register for the third year as soon as their second year results are officially published.

However, if a student has **one subject outstanding** before they are due to leave the Academy for the third year, a Special Examination may be granted, to be written at the end of the scheduled supplementary examination period.

Do not sign final contracts for your third year before you know that you have passed the second year and qualify for the third year. When you negotiate with your employer they must be aware that you might not qualify for your third year.

Registration deadlines

Third year practical hours **can only begin once a student has registered as a third-year Nature Management student with Centurion Academy Administration**. Any hours worked before a student has registered for their third year **cannot be logged as third year hours**.

You must register for the third year before or on 31 January 2021, otherwise you will not be able to complete your hours by the end of 2021.

Please note that registration includes **completing a CA student registration form**. Simply paying your third-year fees is not registration – a registration form must also be completed.

A student has to **register for the third year within one year of qualifying to do the third year**. This means that you may defer registration for your third year by up to a maximum of one year. You will therefore have to register by 31st January 2022 at the latest; after that you will not be allowed to reregister as a Centurion Academy third-year student.

Duration of the third year

Once you have registered for your third year you have to complete ten months of workplace-based learning. During these ten months you must log 1000 hours in your timesheets.

Please note that you must be employed for a total of ten full months **AND** complete 1000 hours. Therefore, even if you have logged 1000 hours before the ten months are up you must still complete the full ten months. For purposes of record-keeping ten months will be equivalent to 300 days. These ten months can be on different properties.

Note the considerable implications of this rule. If you begin your third year late there will not be enough time to do ten months before the end of the year, even though you may have completed the 1000 hours. If you leave one workplace and take some time to find another there may again not be enough time to do ten months before the end of the year, even though you may have completed the 1000 hours.

Once you qualify for the third year you have a maximum of **two years to pass the third year** – if the third year is not passed within two years of qualifying for the third year, the third year and the diploma will be failed.

You have a maximum of **six years to pass the diploma**. This includes redoing first or second year to make up failed subjects and subjects not taken, and taking two years to do the third year. Please be aware however that the six-year rule for the diploma and the two-year rule for the third year are absolute – if you take longer than four years to pass first and second years you will have less time to complete third year.

Third-year fees

First registration for the third year (registration documents, registration fee and course fee) allows a student a maximum of 24 months to pass each third year subject. However, if you take longer than 12 months to pass any subjects you will be required to pay the registration fee for the following academic year (but not pay for the subjects). If after 24 months any third year subjects are

failed and you choose to repeat them you will have to register and pay in full for each outstanding subject.

If fee payments are not up to date by any submission deadline (as informed by Centurion Academy Administration), the project reports you submit will not be marked. In addition, if fee payments are not up to date you will not be visited as scheduled. If a visit is postponed for this reason it may not be possible to arrange another visit at a time that suits you.

Previous work experience and the third year
As explained in the Introduction above, workplace-based learning is a formal part of a study programme with formal requirements, outcomes and assessment, and is not the same as work experience. Since workplace-based learning has certain outcomes it needs to follow a particular curriculum and be assessed in particular ways. Because any previous work experience a student may have, although obviously extremely valuable, has not followed this curriculum nor been assessed to meet these particular outcomes, it may not in any way be used as credit towards the third year. For the same reason no form of recognition of prior learning (RPL) can be used for credit towards the third year.
To put another way, the third year is not simply a year of work experience to round off the diploma, it is a learning year, with particular outcomes that have to be met.

Registering on CA Connect
All third-year resources are to be found on CA Connect, and all third-year project reports have to be submitted online on CA Connect. You should already be registered on CA Connect. If you are, your username and password should still work. If you are not, register on CA Connect as soon as possible.

3. WHEN YOU ARRIVE ON YOUR THIRD-YEAR PROPERTY
Documentation and administration
The moment you arrive on your third-year property there is important documentation to be dealt with as quickly as possible.
You must complete the *Student Information* form (on CA Connect in "Third-year documents") and **e-mail the completed form to the third-year coordinator as soon as possible**. This information serves as confirmation that you have found a position, ensures that we have your correct details and will enable us to assign you to a third-year supervisor. **We must know where you are working!**
Note that the Student Information form is a **fillable form** – you type the information into the form itself.

You must complete the *Placement Agreement* (on CA Connect in "Third-year documents") and **e-mail the completed agreement to the third-year coordinator as soon as possible**. For the copy you send to CA you only need to fill in the form and e-mail the completed document; it does not need to be signed. You must however also print a copy of the completed agreement to be signed by you and your employer. The signed copy must always be in your possession, and must be included in your final ERV306 portfolio. The Placement Agreement is so important because it serves as proof that the employer has understood what is required of them during your third year.
Note that the Placement Agreement is a **fillable form** – you type the information into the form itself.

You do not need to send your employment contract to CA. A signed copy must however always be in your possession, and must be included in your final ERV306 portfolio. The contract is so important because it serves as evidence of the terms of your employment.

Please give all of these documents filenames that indicate your name and what the document is, as shown below:

Fourie, Gabriella – Student Information 2021
Fourie, Gabriella – Placement Agreement 2021

Planning for the year
By the end of your first month on the property you must submit your *Planning for the year*. This plan must be **submitted by e-mail to the third-year coordinator by the end of your first month**.

Your planning for the year must set out what projects you have chosen and when you are going to do the work for your projects. This plan will be used to evaluate what projects you are planning and to gauge how you are progressing during the year. This planning must be done in consultation with your employer, **and be signed by both yourself and your employer** before you submit it.
The planning document must explain in reasonable detail what is to be done and when. For instance, a plan with "October – Fences" is not acceptable. The level of detail we require is:

WPB Project 1 – Erection and maintenance of fences on Tweewaters Game Ranch.
January – December: weekly inspection and routine maintenance.
April: electrifying existing game fence around new buffalo camp.
July: erecting a more effective fence across a stream where floodwater repeatedly damages the fence.
August: replacing existing eastern cattle fence with electrified game fence.

Please give your planning **per project** and not per month – we want to see the planning for the whole project. You are of course welcome to also provide your planning per month.

Your plan is not set in stone and can of course change, but it must be a reasonable guide to what you are planning to do during the course of the year.
Please note that this planning for the year must **also** be included in each ERV report and will count towards your first ERV mark (see ERV below as well as the ERV rubric).

Please give your planning document a filename that indicates your name and what the document is, as follows:

Fourie, Gabriella – Planning for the year 2021

Changing properties
We prefer that you work at the same place for the entire duration of your third year. However, if you feel that you are not gaining the experience you were hoping for, or have an irretrievable breakdown in relations with your employer, you may request to move. We would rather that students do not move, but it is allowed. If you do move you must **immediately** send your third-year supervisor **and** the third-year coordinator a completed *Change of workplace* form (on CA Connect in "Third-year documents"). You must also complete a new *Placement Agreement* for the new property.
Note that the Change of workplace form is a **fillable form** – you type the information into the form itself.

Please give this Change of workplace document a filename that indicates your name and what the document is, as follows:

Fourie, Gabriella – Change of workplace 2021

We however strongly recommend that you try and stick it out for your whole third year, and that you do not simply give up when the going gets tough. Moving makes it very difficult to complete your third year in time and also does not create a good impression of your ability to work with other people. Working in a professional environment can be very difficult and is one of the most important learning experiences of your third year.

Also be aware that if you do decide to leave a property it may be difficult to find a new property. All of our students are placed relatively easily at the beginning of the year, but should you leave it may be difficult to find a new opportunity in the middle of the year, since few employers are prepared to appoint someone halfway through a year. Also, if it takes some time to find a new property there may not be enough time to complete the required ten months before the end of the year.

If you do change properties the hours you did on the previous property **still count** towards subject and year hours; you cannot lose hours by changing properties. Whether the hours can still count towards a particular project will however depend on if the project can be continued on the new property. For example if you did 15 hours on erosion control on the first property and can carry on with erosion control on the new property the first 15 hours will still count towards the 50 hours required for the erosion control project.

Should you be fortunate enough to be offered a full-time position during your third year you may change properties to take up the position. The usual rules for changing properties will still apply.

Professionalism
Although you are still a student in your third year you will also be an employee, and it is extremely important that you conduct yourself in a professional manner. For example, you were welcome to arrive late for class or even miss class entirely, but in a workplace such behaviour is absolutely unacceptable. You will have signed an employment contract, which is a legally binding document, and it is especially important that you abide by the terms of your contract.
Also, because you are still a student, the Department of Nature Management's internal disciplinary policy and procedures, as well as CA's Student Disciplinary Policy and Procedures, remain applicable and enforceable during your third year.
You are the face of Nature Management, your Diploma, CA and all CA students – tarnishing their names with unprofessional conduct will not be tolerated.

4. THIRD-YEAR SUPERVISORS
You will be assigned to a third-year supervisor from Centurion Academy who will be responsible for you until you complete your workplace-based learning. The third-year coordinator supervises most students, while other supervisors are also employed to supervise students. These are people from outside Centurion Academy who are highly experienced both in training students and in the field of applied nature management. Assignment to supervisors is largely based on where you are going to be in South Africa.
Your supervisor will visit you where you are working, mark your project reports and be available for consultation whenever you need help or advice. If you encounter any problems, please **discuss them with your supervisor first**. If the problem cannot be resolved you may then approach the third-year coordinator. We request that you **do not** approach the management of Centurion Academy directly, because it is highly unlikely that they will be able to help you.

You must complete the *Student Information* form (on CA Connect in "Third-year documents") and **send the completed form to the third-year coordinator as soon as possible**. This information will enable us to assign you to a third-year supervisor as quickly as possible.

Please note that if you change workplace you will not change supervisors – supervisors are allocated their full quota of students at the beginning of the year and will not be able to change students.

Consulting with your supervisor
A brief note that you may find unpalatable. Of course you are welcome to consult with your supervisor or the third-year coordinator to ask questions about your projects - that is what they are there for. There is however a fine line between continually asking questions and getting your supervisor to do all your thinking for you. If you continually ask questions there will come a point where we begin to doubt your ability to think for yourself at this level.

Please note that you cannot change supervisors because you think they mark too strictly or are unfair etc. Firstly, your supervisor is too knowledgeable and professional to act in such a way, and secondly supervisors are allocated their full quota of students at the beginning of the year and will not be able to change students anyway.

All official communication with students is by email, so please check your email regularly. When you communicate with your supervisor or the third-year coordinator please do it by email rather than WhatsApp (unless you have made specific arrangements to communicate by WhatsApp).
When you do send emails give the email a subject and explain in the email itself what the issue is; please do not send emails with attachments but no subject or no text – explain what the email is about.

5. VISITS BY SUPERVISORS
You will be visited at least once by your supervisor. The purpose of the visit is to see the property you are working on, check on your progress, deal with any problems, plan the rest of your year and to meet with your employer.
Visits begin once students have settled into their new positions and found their feet. If you feel you need a supervisor earlier in the year, please make arrangements for a visit.

Because we have many students to visit, visits must be well planned. Planning for visits will begin fairly early in the year to fit in best with everyone's schedules. Once you have arranged a visit, do not forget about the visit or change the visit at the last moment, as it may not be possible to arrange another visit at a time that suits you.
If you change properties you must immediately send your third-year supervisor and the third-year coordinator a completed *Change of workplace* form.

Keep your employer informed of visits and discuss the visit with your employer. Your employer must be available for a meeting during the visit, and obviously you have to be there yourself.

You must have all of your work to date available for viewing and discussion, as well as your planning for the rest of the year. During the visit you must be available to show your supervisor around the property.

A visit usually takes a day – either from early morning and finishing that day, or from midday to midday the next day, with an overnight stay. We would prefer it if accommodation could be arranged for the supervisor for their visit.

After the visit you will be given a link to an online feedback form where you will be able to give feedback on the whole visit process. We value your feedback on the visit so that we can continually improve the visit process and increase the value of visits.

As discussed in *Third-year fees* above, if fee payments are not up to date (as informed by Centurion Academy Administration) you will not be visited as scheduled. If a visit is postponed for this reason it may not be possible to arrange another visit at a time that suits you.

Some students may wish to do their third year in a neighbouring country. While this is certainly possible there are two important considerations. Firstly, a visit will almost certainly be at your own cost. If you are prepared to cover the costs of a visit then you will be visited like any other student. The costs can only be estimated closer to the time, and will depend on such factors as how many students there may be in the country, if a supervisor is planning to visit the country on other business etc. Secondly, if you do not cover the costs you cannot be guaranteed a visit. Your supervisor will try their best to visit you, but it may simply not be possible.

Please discuss this issue with the third-year coordinator before making a final decision about doing your third year in another country.

6. THIRD-YEAR SUBJECTS AND PROJECTS

You have five subjects in your third year, namely Veld Management VBS306, Animal Studies DST306, Game Ranch Management WPB306, Human Dimension MEN306 and Workplace-based Learning ERV306 (please note the subject names and subject codes). The first four subjects require a **minimum of 250 hours of practical work per subject**, and the completion of **three projects per subject**, while ERV306 comprises the workplace-based learning experience. For **each project a minimum of 50 hours** of work have to be logged in the timesheets. *Please note that for certain projects less hours are required – see MEN306 and WPB306 below.*

At the end of the year you will also do an oral presentation before a panel of examiners.

Some projects in a subject are compulsory while others are at the discretion of the student depending on where they are working and their particular interests. Each subject is discussed in turn below. The compulsory project/s in each subject are discussed, as well as suggestions for other possible projects. The notes discuss common enquiries and problems students have encountered in the past.

A number of posts on the Nature Management Blog discuss projects and how to choose projects. You should read these for more information: go to www.ca-natuurbestuur.blogspot.co.za.

THIRD YEAR SUBJECTS

VELD MANAGEMENT VBS306
Compulsory project
Veld condition and ecological capacity.

This project is compulsory because veld condition and ecological capacity are the foundation of all successful, ecologically sound game ranch management.

This is perhaps the most important project of the third year, since it is so central to management. Therefore, if this project is not perfect it will not be passed and VBS, and therefore the third year, will remain incomplete until we are satisfied that you know what is going on.

Possible projects
Erosion control and erosion rehabilitation, control of bush encroachment, control of alien species, veld rehabilitation, burning.

Notes
      The project on veld condition and ecological capacity is perhaps the project you should consider doing for the first deadline (if you are in a summer-rainfall region). It requires a great deal of fieldwork, which should be done early in the season before the grass dies, so it should be carried out relatively urgently.

      For all sampling sites you need GPS coordinates and an explanation of how to find the sites again. This is of course for monitoring purposes. You must also take fixed-point photographs at all your sampling sites.

      You must **not** give all of your calculations in your report.
It is sufficient to include <u>one complete</u> veld condition calculation for <u>one</u> step-point line to illustrate that you know how to calculate veld condition. This complete calculation would include the data from the step-point survey form, the grasses' ecological classes, ecological index values etc.

The same applies for grazing capacity. Do one complete calculation for one of your homogenous units in your report to illustrate that you know how to do the calculations.

Do the same with BECVOL. Provide the tree data for one BECVOL block, provide BECVOL's results for that block, and show one complete set of calculations for browsing capacity in one homogenous unit.

You can then compile a summary table with all of your veld condition, grazing capacity and browsing capacity results for all of your homogenous units.

VBS erosion projects are to do with soil erosion problems **in the veld**. It cannot be stressed enough that control and repair of erosion damage in roads is a **WPB road maintenance** project and **not** a VBS erosion project (see also the notes in WPB projects below).

Any alien plant, bush clearing and erosion projects need some sort of survey beforehand to assess the extent of the problem and to prioritise management actions.

Problem plants must be problem plants in the veld, not in fields, pastures or gardens. Problem plants in VBS do not include plants that are simply considered weeds. Weeding, mowing grass etc. are also definitely not VBS.

"Bush clearing" in the context of veld management means managing a bush encroachment or bush thickening problem in the veld. There is a difference between returning bush encroachment or thickening to some or other natural density, and clearing simply to get rid of it - you must explain the difference and the purpose. Clearing bush for a new fenceline is not VBS control of encroachment, it is WPB fence preparation. Similarly, clearing for a new buffalo camp, a new runway or new buildings is not VBS bush clearing, it is WPB preparation for new infrastructure. Clearing bush next to roads is not VBS bush clearing, it is WPB road maintenance.

Burning: A VBS burning project must involve burning specifically for the purposes of veld management. Burning firebreaks or burning for fire prevention are not acceptable for a VBS burning project. A veld management burning project must include the goals of the burning and measuring fuel loads.

So burning firebreaks, doing preventative burns or even fighting accidental fires are not veld management. However, this kind of burning can be used for a WPB fire management project (see WPB for further information).

Determining ecological capacity involves measuring vegetation, and is therefore a VBS project. This project must however include stocking rates, and also relate actual stocking rates and stocking combinations to ecological capacity.

In the veld condition and ecological capacity project the statistical theory of sampling is extremely important, and you will have to plan and carry out your surveys with due attention to where and how you do your sampling. The project must therefore include an adequate discussion of sampling theory and sample design.

For your sampling you will start by dividing your property into homogenous units, usually based on vegetation types. However, on an intensive breeding property that is divided into camps the concepts of homogenous vegetation units may be largely irrelevant from a management point of view. In this instance it would perhaps make more sense to consider camps, rather than vegetation types, to be the management units, and to sample the different camps. However, if this is the case, you must still explain what you did and why, and demonstrate understanding and knowledge of representative sampling, sampling methods, homogenous units, management units etc.

If your property has no trees (perhaps in grassland or the fynbos) estimating browsing capacity may also be largely irrelevant. However, if this is the case, you must still demonstrate understanding

and knowledge of estimating browsing capacity, and carry them out. Even if you have to do it in the only small patch of trees on the property, or even on a different property, it must still be done. This makes it largely an academic exercise but one that still has to be done to make the project complete.

For the veld condition and ecological capacity project you must relate current veld condition to present and past veld management practices, and ecological capacity to current stocking rates and species combinations.

On the Blog there is a post with a complete discussion on how the veld condition and ecological capacity project must be carried out and written up.

ANIMAL STUDIES DST306
Compulsory project
A comprehensive study of a game ranching species that occurs on your property.

This project is compulsory because we want you to think about *everything* that keeping a particular species on a game ranch entails. Should you ever apply for permits for particular species on a property this is very similar to the information that is required in such a permit application.

Possible projects
Feeding and supplementary feeding, disease and parasite control, game capture, game counts, meat production.
For those who have access to many dead animals a project on animal condition is a possibility.

Notes
The project on a game ranching species must cover **all** the aspects relevant to keeping that particular species on the property. These would include natural ecology, social requirements, area requirements, recommended stocking rates, feeding requirements, infrastructure requirements, legislation, disease, genetics, finances, worth to the ranch in terms of breeding, selling, hunting etc.
It cannot be stressed enough that this is not a project **about** an animal, as you may have done for DAF or DST assignments, but rather a project about **keeping** and **managing** an animal. You therefore have to discuss everything relevant to keeping that species on your property.
Remember that you need to do 50 hours of practical work on the management of that species. Therefore, **DO NOT** choose a species with which you will not be able to do 50 hours of practical work.
This project must include an aspect of comparing the animal in a wild situation versus keeping the animal on the property.
This project is **not** simply "we had lions and this is what I did with them". It is **not** simply a regurgitation of field guide information on what an animal looks like, where it is found and what it eats. Think of your final report as being a comprehensive manual on how to keep the animal and everything that entails.

If you "take samples for genetic tests" you **must** discuss this further – what samples were taken, how the samples were preserved and stored, what the purpose of the tests was, what genetic techniques and analyses were used, what the results were (if done in time before you leave). Exactly the same applies for "taking samples for disease studies" or "putting microchips into buffalo". In other words, if you mention in your report that you were involved in sampling for other purposes there must be a section in your report where this is discussed in more detail.

Behaviour. While we do not encourage projects on behaviour, we do not fundamentally have a problem with studying the behaviour of an animal, but then the project becomes "Behaviour of giraffe", and not "The giraffe as a game ranching species". If you do make the behaviour of the animal a major focus of the project then we will need a comprehensive discussion of the theory of behaviour and how to study behaviour (there are many different ways to study and analyse behaviour). Such a project would also require a much more in-depth theoretical approach than would usually be the case.

We have had a number of behaviour projects in the past, and the usual problem with them has simply been too little behaviour and behaviour sampling theory, and what the behaviour of the animal actually means.

"Monitoring". The same applies to a "Monitoring animals" project. When you scratch beneath the surface monitoring is also a very technical subject, and a project on monitoring would therefore require a much more in-depth discussion of exactly what is being monitored and why, the theory of various monitoring techniques and analysis of monitoring data. Monitoring does **not** mean simply looking at an animal for hours on end, or counting animals in a camp every morning. A common technique used in monitoring is camera trapping, but the theory of camera trapping quickly also becomes very complex.

Raising baby lions / rhino / wild dogs or whatever is **not** a project. This must form part of a larger project, which may be captive care of baby wildlife, or be part of the lion / rhino / wild dog as a game ranching species, or be part of a general breeding in captivity project.

If you are involved in captive breeding / sanctuaries / rehabilitation etc. there **must be a discussion of the role played by such institutions** – what purpose they serve, do they actually contribute anything, the controversy around such places and such animals. For example, what is the purpose of a lion or cheetah breeding centre / predator park – lion and cheetah are not endangered in SA, these animals are very unlikely to go back into the wild, so what is the point? If they are to be exported, say so and why; if they are to be hunted, canned or otherwise, say so and why; if it is merely a zoo, say so and why. In other words, how exactly does a lion or cheetah breeding farm contribute to management and "conservation" of the lion and the cheetah?
A project like this **must** also include a **detailed** discussion of the legislation concerning such places and such animals, including animal welfare.

As noted in VBS above, determining ecological capacity involves measuring vegetation, and is therefore a VBS project. While calculating stocking rates and animal combinations certainly involves animals, this must still be included in the ecological capacity project.

Game counts. There are many ways of counting game, and if you do game counts you need to discuss **all** of the background to counting game, including issues of accuracy and precision, counting error etc. Most methods need some mathematical manipulation of the results, so this needs to be included.
Counting animals in a camp every morning to check that they are all still there is **not** game counts, it is part of the management of the particular animal concerned.

Monitoring of rhino, lion and cheetah for whatever reason is not three projects. All would form part of one larger monitoring of wildlife project, or more likely be part of a rhino, lion or cheetah as game ranching species project. If it is the management of rhino, then dehorning would fall into this and not be a separate dehorning of rhino project. If you captured and relocated the rhino too, then this would fall into the same project. If you do enough different things with rhino, this could all be put together into a rhino as a game ranching species project. If all you did with rhino was capture, that work may then better fit into a general game capture project, with your rhino as a practical application.
Camera trapping is not a project on its own, but may be part of the game ranching species project, or a monitoring of wildlife project, or a problem animals project.

Projects that fall into DST are projects that have to do with animals. Game counts and game capture deal with animals, and are therefore DST and not WPB.

Supplementary feeding is a DST project because it involves animals. Supplementary feeding however cannot be a project on its own - supplementary feeding always forms part of a larger overall feeding of wildlife project. This must then include a comprehensive discussion of the animals' feeding

requirements and its natural diet. There must also be a discussion of why the animals need supplementary feeding, including estimates of food available on the property, so this project has to link with the ecological capacity project.

If you are doing supplementary feeding a discussion of what is wrong with the diet in the first place would seem to be appropriate, and there must be a discussion of the feed that is given, its constituents and what they are for. There must also be a discussion of different feed requirements at different life stages, for different sexes and for different purposes, such as during pregnancy, for horn growth, for body condition etc.

If you make your own feed a discussion of making feed is also required – ingredients, health, safety, legislation etc.

Do not put feeding of different species into separate projects – they are all part of a larger feeding of wildlife project.

Providing animals with water is not generally regarded as part of feeding. Since water provision largely involves infrastructure such as pipes, tanks etc. it is a WPB project and not DST. However, if you are not doing a WPB water provision project but are doing a feeding project, you are welcome to include a section on water provision in the feeding project.

Game capture. If you do a game capture project there must be a comprehensive discussion of stress and capture myopathy.

GAME RANCH MANAGEMENT WPB306

Introduction

This subject deals with the day-to-day running of a game ranch, and is largely concerned with infrastructure.

Compulsory project

Waste management. This project must look holistically at **all** aspects of waste management on the property – in other words **all** the waste that is produced and how it is dealt with. This includes wastewater, sewage, rubbish, slaughter waste etc. You must consider the bigger picture: relevant legislation, how waste is currently being managed, how it could be improved, reusing, recycling etc.

Please note that this project requires a minimum of 25 hours and not the usual 50 hours.

This project is compulsory simply because waste management is something that students tend not to think about, but is extremely important in environmentally sound management. Game ranches often do things incorrectly or ignore the rules – we want you to think about how things should be done and how things could be improved or done differently. We want you to think beyond "Use a TLB to dig an *asgat*".

Possible projects

Any infrastructure projects. These may include fencing, holding facilities, roads, buildings, water provision, hides, trails, landing strips etc. Fire management.

If the opportunity arises a project on the business aspects of a game ranch would be done for this subject.

Notes

It is very important to note that with any infrastructure project simply logging 50 hours of work **is not acceptable** as a project. As with any other project, there is a much bigger picture around infrastructure than merely repairing a fence or maintaining a road.

To use a common example, repairing a road that has been washed away is more than just 15 hours of work to fill the gullies with rocks and soil. The following are aspects that would all need to be considered: the different types of roads, theory of road construction, why the road washed away in the first place, design mistakes, ideas for improving the design or placement, planning materials, costing, planning labour, did the repairs work, monitoring etc.

Beware of splitting what should actually be one project into more than one. If for example you are involved in building a new chalet and in building a storeroom, these will both fall under buildings, and therefore form part of **one project**.

Constructing bomas / breeding camps is one project. The project must therefore include all aspects of constructing such facilities – planning, legislation, materials, costing, clearing and preparation, fences, gates / access, shelter, water provision, feeding provision etc. If your project is building a boma / camp for a particular species, the project must cover everything for that boma for that species.
However, if you are building facilities for a particular species, this may well be better included in that species as a game ranching species. Again it depends on how you package your work.

As discussed above, providing water for animals is a WPB project and not DST. The project must include a discussion of the theory of placement of water points, piospheres etc.

Control and repair of erosion in roads is a WPB project and not a VBS project. However, if you are doing a general VBS veld erosion project and one of the consequences of that erosion happens to be damage to roads, road erosion may better be included in the VBS project. In this case however you cannot also have a WPB road erosion project. Again it depends on how you package your work.

In some cases you may find it better to combine several different aspects of infrastructure into one project. This may happen if you are only involved in a bit of work on many different aspects, which means that any one aspect is not big enough to be a project on its own. For example if you do not do enough with fences to justify a separate fencing project, nor enough with roads to justify a separate roads project, you can combine your work on fences and roads into one "general infrastructure" project. You are absolutely welcome to do this, but you must bear the following in mind: various aspects are only combined in this way **to get enough hours**; each aspect must still be covered by what is **in effect a complete report**, including the literature review.
The purpose of the literature review in a project report is to provide the bigger picture into which your project fits. If you do a project that combines several aspects of infrastructure you must do a **complete literature review for each aspect**. This is the disadvantage of combining several aspects into one project – you get more material and hours for a good project but you also have a much larger literature review to write.

Fire management: As dicussed in VBS above, burning firebreaks, doing preventative burns or fighting accidental fires are <u>not</u> veld management. However, burning for these reasons can be used for a WPB fire management project. This can include preparation of firebreaks (by burning, mowing or other means), burns for safety and fire prevention purposes, and fighting accidental fires. You may well end up fighting fires on someone else's property – this can be included here. The point making this different from veld management is that these burns are not for veld management as such, they are for fire prevention and control.

HUMAN DIMENSION MEN306
Compulsory projects
There are two compulsory projects for MEN306.
1. *Marketing*. This project must involve marketing the property and services offered by the property. We recommend basing the project on a complete marketing strategy. If it is based on the marketing strategy you will have a greater variety of aspects to discuss. If there isn't an existing marketing strategy you must develop one, preferably in collaboration with your employer or the property owner.

You must therefore consider the theory of marketing and apply that to your particular situation. Then you will carry out the marketing strategy, including such aspects as who your target market is, what products you offer, how to advertise those products, how you outcompete the competition etc. You may then perhaps design a brochure, a Facebook page or a website, design an exhibit for a show etc.

You must also carry out some or other marketing because you need the practical hours.

This project **must** include some or other customer survey. You must determine things like why your visitors visited your property, what their expectations were, were their expectations met, what could you improve etc.

This project is compulsory because marketing is again something that students tend not to think of. A game ranch is after all a business, and marketing is fundamental to a successful business in economically difficult times.

Please note that this project requires a minimum of 25 hours and not the usual 50 hours.

2. *Environmental education*. As you learned in BOW, the definition of environmental education is to educate someone about an environmental problem in such a way that they change their opinion/ perception/attitude and behaviour towards the environment. Environmental education as we use the term therefore addresses environmental problems. In other words, after your environmental education programme they should go home with a changed attitude towards something in their everyday lives regarding the environment, and change their behaviour towards that issue. There is therefore a very important difference between environmental education as defined above and education about the environment; the purpose of this project is definitely **not** to simply teach people about the environment.
For this project you must **design and present an environmental education programme**. This includes identifying a target group of learners (this can be anyone, but we recommend a local, preferably community school), planning the environmental education programme, designing and producing educational material and presenting the programme. Anything you produce for the programme, such as talks and presentations, posters, educational material, tests and other assessments etc. must be included in your project report.

When you plan an environmental education programme keep asking yourself the following question: "what is the environmental issue I am addressing?". So if you plan a vegetable garden, what is the environmental issue? There isn't one... What attitudes have you changed? You haven't... If you take people on game drives, what is the environmental issue? There isn't one... If you teach your workers about poisonous snakes, what is the environmental issue? There isn't one... What attitudes have you changed? You haven't...

If you do a vegetable garden, it must somehow be **linked** to a programme on environmental issues, such as ecology, food cycles and webs, sustainability, recycling, clean water, hygiene etc. The vegetable garden then becomes the **vehicle** for your environmental message.

The goal of environmental education is to change people's attitudes and behaviour towards the environment, so before you start you have to ascertain what their knowledge and attitudes and behaviours are. And then again afterwards, to see if you have actually changed anything.

This project is compulsory for a number of reasons. One of the goals of the Diploma is to train socially responsible managers, and this project forces you to address that. A major need in South Africa is to uplift disadvantaged societies – you can contribute to this by acting socially responsibly to the communities around you. A worldwide priority is to get everyone to act more responsibly towards the environment – this allows you to contribute to that.

Environmental education is usually one of the most difficult projects in the third year, with the poorest results, so it **must** be well planned long before the time or else your time runs out, the work is insufficient for a project with enough substance and you are forced to quickly cobble together an inadequate project. Do not make the mistake of thinking "I will put something together later". This project is going to require discussions with someone in the community, and such things take time. Whatever you do with the

community also has to fit in with their schedules, not only your own, and therefore requires early planning. What we're trying to say is that there is a greater chance of failure if you just wait for opportunities to do environmental education. Our advice is the following: **as soon as you can**, speak to your bosses, and the workers, and also with previous students that may have been there, about possible environmental education projects in the community. Then go and speak to the leaders in the community (perhaps the principal of a local school, a community leader, a senior person in a local church) to see if any of your proposed projects can possibly work. Decide on a project, look for the important people and start talking to them about carrying out the project.

Experience has shown that students encounter three main problems with this project. The first and most frequent is confusing environmental education as we define it, and education <u>about</u> the environment. The solution is simple: be very clear about the environmental <u>problem</u> you are addressing. Second is not allowing enough time to plan and organise a decent environmental education programme. Thirdly, many students do not submit planning for the year as they are required to do, or their planning is not in enough detail, so this project does not get discussed before it gets underway, especially the topic that has been chosen.

If this project is not acceptable it will be deemed incomplete and will have to be redone.

Please note that this project requires a minimum of 25 hours and not the usual 50 hours.

Possible projects

Working with clients. This would include **any** work with clients, such as hosting guests, guiding, hunting, adventure camps, veldschools, hosting foreign volunteers etc. Do not make the mistake of only concentrating on client <u>service</u> – you must cover all your work with clients.

Worker training / in-job training. This would include the teaching of birds, snakebite, how to use herbicides, safety in the workplace etc. The important point is it is **not** environmental education.

We feel that a basic introduction to labour law (basic conditions of employment, contracts, worker rights etc.) is a very important aspect of worker training.

Community upliftment. Community upliftment is not the same as environmental education or worker training. Community upliftment would be any project that somehow improves the lives of the local community, and could include vegetable gardening, water harvesting, permaculture projects etc.

Be sure that this project distinguishes between the property and its workers, and the local community.

Lodge management may be a project on its own, but must then include **all** aspects of running a lodge. If you do a lodge management project this may then include the aspects discussed above under working with clients.

Notes

Human Dimension concerns any aspect of a game ranch that involves people.

Giving your workers lectures on ecology and nature management is **not environmental education**, it is worker training. Lectures on the identification of poisonous snakes is not environmental education, it is worker training. Teaching your workers about the rhino poaching crisis and anti-poaching would also be considered as worker training.

Training workers how to do their work, or why they have to do their work, or how to use something like a chainsaw is not environmental education, it is worker training.

We cannot emphasise strongly enough that game drives, lion tours etc. are **not environmental education**, they are part of guiding, which falls under working with clients. Any such hours in an environmental education project will not be accepted.

In any environmental education project you must do some or other survey beforehand to determine your learners' general environmental attitude and knowledge of specific issues. You also need to do a survey afterwards about the impact of your environmental education – did your environmental education actually make a difference?

It is vitally important to remember that any project on education or training (whether it be environmental education, worker training etc) is **fundamentally about education and teaching** – there must therefore be a thorough discussion of the theory and methods of education and teaching and how you applied them. If you teach someone on labour law, or are doing environmental education, the fact that you are teaching them labour law or about environmental problems is almost irrelevant, because the project is actually about teaching, not labour law or environmental problems.
The emphasis of the project must therefore be on education and teaching, not only on what you are teaching about. If this crucial aspect of environmental education is not covered in the report it cannot be accepted as complete.

Be sure to distinguish between environmental education and community upliftment. It can be easy to confuse the two, but on the other hand if carefully planned they can complement one another very nicely.

Hosting guests, guiding and hunting fall into one general project on working with clients. To reiterate, **any work with guests – guiding, hunting, talks, hosting, making beds, cooking dinner – is all ONE project**.

Checklists for guests, such as bird, mammal and tree lists, will form part of working with clients, as will labelling trees on a trail. If you do compile lists they must be nicely designed, all in one brochure.

Client surveys are extremely important in any project involving clients. You must design questionnaires to determine who your clients are, their expectations and if they were satisfied etc.

It is very important to note that with any working with clients project simply logging 50 hours of work **is not acceptable** as a project. As with any other project, there is a much bigger picture around hosting guests, guiding or hunting than merely accompanying clients or guests. The same applies to lodge or office work. Simply logging 50 hours of office work **is not acceptable** as a project.

Please think very carefully before doing a "hunters and hunting" project. You are of course welcome to do one, but if you do a hunting project it must be very comprehensive and include **every** aspect of the hunting industry and hunting on your property. Simply doing PH work and entertaining hunters is definitely not a project on its own, and would fall into a general working with clients project. You must also think carefully about the emphasis of a hunting project, because if it includes a lot of hunting infrastructure it may be better included in a WPB project rather than MEN.
Similarly you must consider very carefully doing a "guiding" project.
The fact of the matter is that this is the practical year for a nature management diploma, not professional hunting or guiding, so we are not really interested in hundreds of hours of PH'ing or guiding.

Driving to town in a vehicle with the company logo on the door does **not** count as hours for marketing; any such hours in a marketing project will simply not be accepted.

WORKPLACE-BASED LEARNING ERV306
Workplace-based learning ERV306 comprises the whole workplace-based learning experience. During the year you will submit three ERV reports, and a final third-year portfolio at the end of the year. The following sections explain what is required of ERV reports.

The ERV report can broadly be divided into the following sections: Description of your property, Time records, Student evaluations and Planning. Each section can be further subdivided into different aspects.

Additional material will also be required in the final third-year portfolio.

Description of your property

You need to provide a comprehensive description of your property. The following are the minimum requirements for the description of your property, but you are of course welcome to add other relevant information. Some of this information may also be relevant to particular project reports; for example the vegetation map will obviously be required for your veld condition and ecological capacity project, as may the climate information. Wherever this information is required for other project reports it must be included in those reports, not merely referred to in your ERV report.

Introduction to your property

The introduction to your property must include the history of the property going back as far as possible. There must be a history of the use and management of the property, for example that it used to be a cattle farm, became overgrazed and bush encroached, it was decided to switch to game, was enlarged with the purchase of two neighbouring properties, game was ranched extensively but now concentrating more on high-value species etc. The goals of the property must also be discussed, for example tourism, hunting, breeding high-value antelope, and the future plans for the property.

The written description of the property will obviously require various maps and other figures, including but not limited to the following:

- Location of the property in South Africa. (We do **NOT** want directions to your property in your report, they are only needed for the visit). Consider several maps that "zoom in" from SA to your province to your area.
- Detailed maps of the property. The maps must show all the relevant details of the property, including boundaries, fences, camps, waterholes, streams, buildings etc. It is not necessary, or perhaps not even a good idea, to combine the Google Earth image and the map, but how you approach this is up to you.
- Aerial photographs / Google Earth images. These images must have legends highlighting important aspects of the property. The Google Earth images are not intended to replace the maps of the property, but more to illustrate topography, general layout of the property etc.
- Additional maps of the geology of the region, biome, large-scale vegetation and game ranching region.
- Detailed vegetation map of the property, as compiled for the VBS veld condition and ecological capacity project.
- For each of your homogenous units, at one of your sampling points, you must do a soil profile and describe the soil in the area so that you can relate the vegetation to soil type.

Description of the vegetation:

Your vegetation maps and descriptions must follow *The Vegetation of Southern Africa* by Mucina & Rutherford, including biome, bioregion and vegetation unit. You then divide the property into your particular vegetation types.

There must be a description of the topography of the property.

You must have photos of the vegetation types, habitats, topographic features etc.

This description of the vegetation is perhaps the most important part of VBS and it has to be perfect; this is one thing that will be sent back if it is not correct. Although this description is included in ERV it is actually a central part of the VBS veld condition and ecological capacity project; do it in detail here and use the relevant parts in the VBS project.

Various maps form an important part of the description of your property and must be integrated properly into your text. They cannot simply be arbitrary figures in an arbitrary document, nor may they be submitted as arbitrary separate files.

Please remember that maps are figures, and need titles, legends etc. as any other figure would. If necessary they must also be properly referenced.

Please make sure that maps and other figures are legible. If things are too small to see or read the map or figure is meaningless.

Climate

There must be a comprehensive description of the climate, with climate graphs, including monthly and annual temperature and rainfall for the last 15 years. Climate records can often be found on the internet – search to see if there is a weather station close to your property. If your property keeps its own records they must naturally also be used.

Species lists

You must compile complete grass, tree, mammal and bird lists for your property. If you use general lists that are taken from another source, such as a bird list for your area from a birding website or an existing tree list for your property, you must in your lists clearly distinguish what you have **personally identified**. All species lists must give English and Afrikaans common names and scientific names, following the rules and guidelines for naming given in your Guidelines for assignments.

You must continuously update these lists during the year and add the latest lists to each ERV submission.

If you move to a new property during the year, all of this information is required for the new property.

Timesheets

There are timesheets on CA Connect on the "Experiential learning ERV306" page. There are various timesheets that you have to meticulously fill in and keep up to date.

The importance of **complete**, **accurate**, **signed** timesheets cannot be emphasised enough. According to higher education legislation, as well as the accreditation conditions of CA's Diploma in Nature Management, sufficient, verified record must be kept of all practical hours worked, **without which the practical work cannot be accepted**. If your final portfolio does not have acceptable timesheets you CANNOT pass your third year.

It cannot be emphasised enough that your timesheets must be perfect. WIL hours are fundamentally important, and have to be recorded properly. **ANY** discrepancies, confusion, incompleteness, hours not signed etc. will lead to the timesheets simply not being accepted. Apparent cutting-and-pasting of repetitive entries will be questioned and simply not be accepted.

Weekly timesheets. You must print new timesheets for every week. You fill them in every day and that work must be signed off by your work supervisor.

You must add your latest signed weekly timesheets to each ERV submission. All of your completed weekly timesheets must be included in your final third-year portfolio.

Timesheets for the year. These are Excel spreadsheets that have been set up ready for you to enter your hours into them. There is one for each MONTH, as well as a TIMESHEETS TOTAL. This is a record of your hours worked per subject for the whole year. Simply transfer the totals from each monthly timesheet onto the Total timesheet. At the end of the spreadsheet there is a monthly example already filled in, as well a total example already filled in. There are also examples in .pdf format.

You continuously update these during the year and add the latest timesheets to each ERV submission. All your timesheets for the year must be included in your final third-year portfolio.

Do not stop recording hours as soon as you reach the required 50 per project or 250 per subject. You must record **all** hours done; since the extra hours contribute to your experience the more hours you do the better. More experience also looks better on your CV.

Additional hours also act as a safety net in case some of your hours are incorrectly allocated, or are too repetitive; the extra hours can then simply be reallocated where they can be better used.

Student evaluation forms

These can be found on CA Connect on the "Experiential learning ERV306" page. These are to be filled in and signed by your employer for each ERV submission. All of your evaluation forms must be included in your final third-year portfolio.

The importance of **complete**, **signed** evaluation forms cannot be emphasised enough. According to higher education legislation, as well as the accreditation conditions of CA's Diploma in Nature Management, students must be evaluated by their employers. **Without this evaluation practical work cannot be accepted**. If your final portfolio does not have acceptable evaluation forms you CANNOT pass your third year.

If you move to a new property during the year

If you move to a new property during the year all of the ERV material needs to be redone for the new property and submitted for the next deadline.

Planning for the year

Your planning for the year has to be submitted on its own by the end of January, as explained in section 3 above. This planning must also be included in each ERV submission and in your final third-year portfolio.

You must also have weekly planning meetings with your employer or work supervisor. You must take minutes of these planning meetings and have them signed. At the next planning meeting the previous plan will be monitored for progress. These minutes must be included in each ERV submission.

Planning for the remainder of the year

In your second and third ERV submissions you have to provide detailed planning for the **remainder of the year**. This must discuss progress so far and what work remains to be done. Any changes in your original planning must be noted and explained. Most projects will not be completely finished when you submit them for the first time – either the hours are not complete or there may be more work that you will be doing later in the year. Your planning must explain how you will be making up incomplete hours and what work lies ahead.

This planning can simply be a summary of the planning for the rest of the year that must be included in each project report.

Your planning is not set in stone and can of course change, but it must be a reasonable guide to what you are planning for the rest of the year.

General comments on ERV reports

Each ERV306 report must include all the information discussed above. If something was absent from a report it must be included in the next report, and anything that was insufficient or incorrect must be corrected in the next report. For each submission you therefore submit a **complete, up-to-date ERV report**, with previous material corrected and new material added. At the end of the year one final third-year portfolio must be submitted.

Please understand very clearly that ERV reports are **written reports**. Although many figures and tables are required, the various sections have to be **written** and **discussed** at length. An ERV report is therefore not simply an introduction to your property followed by pages and pages of disjointed figures and tables.

All of the content of the report also has to be included in the report itself; you may not submit the required information as separate files. **An ERV report is therefore a complete, comprehensive, written report**.

You must therefore **discuss** the vegetation, **discuss** the climate etc. Give your discussions logical structure. For example, describe the vegetation in the region and refer to your general vegetation maps, and then discuss the vegetation on your property, and refer to the vegetation map and grass and tree lists for your property.

Also make the **links** between the various sections. For example, link the underlying geology to the soils on your property, and link the soils to your vegetation. Also link your vegetation to your climate.

The information discussed here is the *minimum* expected in your report. This however does not mean that these headings have to be this way in your report, nor that everything has to be in this order in your report. Put the information together in a sensible, logical order; part of what is marked is how you put all of this information together. However, all the usual guidelines for writing reports must be followed.

It should be obvious that the maps, climate records, species lists etc. are all part of the description of your property.

It was stated above that all of the required information has to be included in a single ERV report, and may not be submitted separately. However, if you wish you may submit your **timesheets** and **student evaluations** separately. Templates for your timesheets are provided in the form of Excel spreadsheets – you are welcome to simply fill these in and submit them as separate files. However, if you know how you may convert them into a form that can be included in your ERV reports. The same applies to the evaluation forms – since these need to be filled in and scanned to submit, they may also be submitted as separate files. If you have the ability however you may also incorporate them into your ERV reports. **HOWEVER, if you do submit timesheets and student evaluation forms as separate files they must still be named and mentioned in your reports, and referred to as addenda that have been submitted separately. Any files that are submitted separately but are not referred to in your ERV reports will be considered to be missing.**

Finally, we do **NOT** need a description or discussion of your course or the third-year requirements – we already know this and it has nothing to do with your reports themselves.

IDENTIFYING AND CHOOSING PROJECTS
By the time you get to your third year you possess all the necessary background to apply your theoretical and practical knowledge in the field. You know what managing an area for particular goals entails. You went through the basic processes on the two second-year excursions. One of the criteria you are tested on in your third year is your recognition and choice of projects on your particular property. We really shouldn't be having to identify projects for you.

We realise that arriving on a new property to do your third year can be a bit overwhelming, but remember you are actually very well-prepared (even if you don't feel like that at the moment…). Identifying and choosing projects will be much easier if you keep the following suggestions in mind.

A good idea is to get to know the oldest worker on the property – they have likely been there a long time and will know better than anyone what's going on. Befriend the workers.

Get to know your new property as soon as you arrive – simply by driving or walking around many possible projects in each of the four subjects should be obvious. Is there bush encroachment? There's a VBS project. Is there soil erosion? Another VBS project. Does the property breed rare game? There's a DST project. Is the game bred in specially constructed camps? There's a WPB project.

In your first and second years your subjects were divided into themes dealing with particular aspects of the subject. VBS206 themes included fire, bush encroachment and soil erosion – there are three potential projects already.

All of your management-related textbooks (Bothma & du Toit, Tainton, Coetzee, etc.) are divided into chapters dealing with particular aspects of various subjects – all are potential projects.

Your whole course is divided into subjects which are potential projects: for example GEN206 could provide a DST project while BOW105 and BOW206 could provide MEN projects.

Every year we have the problem that projects are simply too small and not comprehensive enough. If you chopped down *Dichrostachys*, **that is not a project**. The project is managing bush encroachment, cutting down sekelbos was just the practical application in the project. If you poisoned *Opuntia*, **that is not a project**. The project is the control of alien species, poisoning prickly pear was just the practical application in the project. If you were involved in darting a rhino, **that is not a project**. The project is either game capture or the rhino as a game ranching species, and darting the rhino was simply the practical application in the project.

Also remember we are looking for independence and initiative from you. What about including something that is not on the property but you think should be? Of course that could be included in a project too. What about an investigation into the possibilities of large-scale commercial meat production on a property that is currently only breeding high-value game, or presently a hunting-only farm? This can easily be added to an intensive breeding or hunting project. Or investigating other sources of income on a hunting farm, such as hiking trails or 4x4 routes? Or an analysis of the potential of combined biltong and trophy hunting compared to trophy hunting only? Or an investigation into the management implications of adding new species to the ranch, such as one of the Big Five? Or the genetics of the colour variants currently being bred on the farm?

Discuss with your employer the possibility of doing something that you think may be worth doing. The point here is that these can usually be easily incorporated into projects you are already doing. This enables you to expand the scope of your projects, and to impress with initiative and your ability to integrate different aspects of management.

You are of course welcome, in fact encouraged, to include more academic and theoretical aspects into your projects. Examples include a proper tick survey in a parasite project, or a comprehensive discussion of genetics in an intensive breeding project. Again we are looking for initiative – the ability to see a bigger picture than just your property and what goes on there. This is also an opportunity to do projects more aligned to your personal interests. Remember however that we are still looking for a practical, applied aspect to each project to contribute to your hours. Once again, this enables you to expand the scope of your projects, and to impress with initiative and your ability to integrate different aspects of management.

We do not and cannot prescribe projects – every property is different and certain things will be possible on one property but not on another. Each student also has their own particular interests and goals – this flexibility allows students to do projects to meet those goals. And as stated before, one of the criteria we judge you on is your ability to identify what is needed and what is possible on your particular property. The point is there are literally dozens of possible projects on any property - at third year level we really shouldn't be having to identify projects for you.

Also bear in mind that your projects do not necessarily have to only include what your employer tells you to do. Perhaps you think that management of the property is doing something wrong, or not reaching its full potential. You are completely at liberty to write and do what *you* think; indeed we

would welcome such initiative and independence from you. Remember that you are writing these reports for CA as part of your training. However, be sensible and please be tactful...

Even if your employer doesn't want to listen to your ideas or recommendations you can still put everything you think into your project reports.

Comments on logging hours

The whole point of your practical year is to obtain as varied an experience as possible, so we expect you to be involved in as wide a variety of things as possible. For each project you therefore need to **take part in a variety of different tasks contributing hours to the project**.

We do not like students logging repetitive hours for projects. In a feeding of wildlife project feeding animals for two hours a day for 25 days will not be acceptable as 50 hours for a project. Similarly, if you built new chalets for a WPB project we are not going to accept the 22 hours you spent painting the chalets as 22 of your 50 practical hours. By all means use a few of the hours to demonstrate that you have learned how to feed animals in captivity or how to prepare and paint buildings, but only as a small part of the total hours to show your variety of experience. If you can really justify using hours towards a subject you may do so, but too many hours on the same thing will be unacceptable. Just use a few to show an added dimension of your experience.

The hours you log must be **practical** hours. The time spent researching your literature review and writing up your projects **does not count as practical hours**. Spending four hours putting data into the BECVOL program is not four hours of VBS veld condition practical, nor is eight hours typing the VBS project report. You may also under no circumstances log the same hours for two different projects.

However, for some projects, such as marketing or environmental education, the time spent preparing material, such as designing a website for the property, or preparing PowerPoint presentations and posters for environmental education at a school, are acceptable as practical hours, because they are directly part of what needs to be done to carry out the project.

To reiterate: if you cannot get enough hours, or enough variety of activities to make up the hours for a project, DO NOT CHOOSE THAT PROJECT! Either scrap the idea completely, or find a way of incorporating it into another project.

You must do at least 50 hours per project and 250 hours per subject. The three projects will contribute 150 hours to a subject; the remaining hours are made up of hours that count towards the subject but are not part of project.

When there is more than one student on a property

Students regularly find themselves on a property with another CA third year or perhaps a student from another institution. While we do not recommend this, we will not try and prevent it. We would however like to make one point very clear. Students on the same properties are not allowed to do the same projects. We allow a little leeway in this, but we are trying to prevent two students handing in what is essentially the same work. Try your very best not to do projects that someone else is doing. If you are both doing an erosion project, you should try to do different erosion, or in different places. **Students are most certainly not allowed to use the same surveys or the same data**. However, having two people on a property presents opportunities for very useful comparisons with each other's work, showing us some insight on your part.

Please also be very clear on the fact that if there is more than one student on a property we will be especially vigilant about each student's work being their own.

If there was a student on the same property in the past we will also be particularly vigilant about the use of the previous student's work and how it is used.

PROJECTS IN COLLABORATION WITH THE UNIVERSITY OF PRETORIA

The Department of Nature Management also has a different kind of third year project, where the student's project, even though it will be their own work, may form part of larger collaborative research projects with the University of Pretoria.

The fact that we have students all over the country presents an ideal opportunity for widespread sampling and survey work for collaborative projects. Initially there will be collaborative studies on parasites and diseases of wildlife with the Faculty of Veterinary Science and genetics projects with Departments of Genetics at UP.

One of the reasons for having these kinds of projects is to allow students who are more academically rather than management-inclined (those wishing to study further, or to find employment with more conservation-orientated institutions, or follow more research-orientated careers) the opportunity to do projects more in line with these goals. We are thinking particularly of students who may wish to continue on to a BTech or a Diploma in Veterinary Nursing, who will be able to choose more academic projects to better prepare them for further studies, and also to impress with their academic abilities.

Please note that choosing not to do these projects is not at all a reflection on you. We simply want to provide students with the opportunity to do what is best for their future and to pursue their particular interests; this is an opportunity for those who wish to do more academically-inclined work.

Since these projects are going to be part of larger academic, scientific projects they will have to be carried out following specific procedures, particularly the sampling and data collection. If you do choose to do a project like this, the projects will work as follows.

You will receive documentation outlining the study, including key literature. There will be documentation for your employer to agree to take part in the study. You will also have to give permission for your own data and material to be used in the larger study. There will be documents explaining exactly how you must collect samples and data. Depending on the project, there may be materials or equipment provided. For a scientific study, methods and data collection are critical to the validity of the results; it is therefore extremely important that you are aware of these before deciding to undertake any of these projects and that the work is carried out exactly as prescribed.

Finally, although you will be given information on exactly what you must do (and perhaps some of the results), you will write the report on your own, just as you would for any other project. If your work is later used in any larger studies, or perhaps even published in a scientific journal, you will receive due credit following accepted academic protocol.

Possible projects
Genetics

There are many pressing genetic studies to be undertaken on southern African wildlife. Representative genetic sampling is always a logistical problem, which is where our third-year students come in. If you are involved in handling species or populations of interest, collecting material for genetic studies may be possible. However, permission from the landowner is essential, because as you know many of these issues are very sensitive.

As these projects are intended to be more academic in nature, there will obviously need to be much background of genetics, discussion of genetic management and use of advanced literature etc.

Veterinary projects

There are many pressing studies to be undertaken on parasites and diseases of southern African wildlife. Many parasites and diseases are not very well studied, and projects such as these can make a valuable contribution. Projects will usually entail parasite surveys (particularly ticks and internal parasites) in the veld and on wildlife, or may involve sampling for specific studies.

As these projects are intended to be more academic in nature, there will obviously need to be much background of parasites and diseases, discussion of parasite and disease management and use of advanced literature etc.

Since this is a relatively recent initiative for the third years there is as yet no finalised documentation regarding these projects. You will be kept up to date with developments and will have sufficient time to make a decision about taking part in the projects soon after beginning your third year. In any case, you will only be able to decide on these projects once you have arrived on your property and discussed them with your employer. This is particularly the case with the genetics project – doing one will depend on what opportunities are available on the property and the willingness of your employer to take part.

PLANNING YOUR TIME IN YOUR THIRD YEAR

Time management is absolutely crucial to the success of your third year. As you may have found out the hard way in your first and second years, many problems encountered by students are simply the result of poor time management. It is important to realise that in your third year you will be doing a full year's work for your diploma but will also be employed to do a full-time job - you will be shocked by how much work your third year is going to be. You will therefore have to plan very carefully when you will be doing what.

Even though you will be employed you will still be a student, and as far as we are concerned your studies take precedence – we will not allow any grace for work not done or not submitted on time because of work you had to do for your employer.

In order to make your planning and time management more effective, there are three time management controls built into your submissions.

Firstly, your *planning for the year* has to be done in consultation with your employer / work supervisor and submitted by the end of your first month on the property.

Secondly, each ERV submission and each project report must include *planning for the rest of the year*. This will allow us to determine how well you are sticking to your original planning.

Lastly, you will have *weekly planning and feedback meetings* with your employer / work supervisor. These weekly meetings will allow you and your employer / work supervisor to monitor your progress. The minutes of these weekly planning meetings must be included in each ERV submission.

Because game ranching involves the management of ecological systems, many of your tasks and projects are seasonal. This puts severe limits on what you can do when, and dictates to a large extent when you have to do the fieldwork for your various projects. For example, the project on veld condition has to be carried out in the growing season, i.e. early in the year, while game capture and hunting are usually winter activities. Ecological systems are also unpredictable, so even the best planning may not work out how you envisaged.

Remember too that much of the work you have to do for your employer is also seasonal, and there are times of the year where you may get very little time to work on your projects. For example, if you are working on a hunting farm the winter hunting season can get very busy, and you may not be able to get to your own work for a month or more.

You will also well remember from your two years in class that writing takes a lot of time. Be organised with writing up your projects; you have an enormous amount of writing to do, so it must be very well planned. Rushed, badly written reports are simply no longer acceptable at third year level.

> **TO REITERATE: IF YOUR TIME MANAGEMENT IS NOT PERFECT YOU WILL RUN OUT OF TIME WRITING YOUR REPORTS.**

Remember also that there are very strict deadlines for submitting reports, so the order in which you tackle your various projects is also very important. In the discussion of subjects in the previous section some suggestions were made about what projects should be done first. For example, for VBS veld condition has to be done immediately you arrive on your property, because the grasses will not last longer than the first month or two.

You are aware that for each project there is a first submission and a final report. We strongly recommend that once a first draft has been marked and returned to you, you do the revisions as soon as possible. If you leave the revisions until later you will suddenly run out of time and have to work on a dozen final reports all at once. Try and get reports finished and done with as soon as possible.

Finally, none of these problems are insurmountable, but good time management is essential. You will therefore have to start identifying and planning your projects the moment you arrive on the property.

First submissions and hours not yet complete

You are aware that for every project there are required hours, usually 50 per project. We accept that the first submissions of project reports may not have all of the required hours, and that the remaining hours may need to be made up during the course of the year. But we will **not accept a project report for which there has not yet been practical work done, or in our opinion insufficient work done to qualify as a project in progress**. This is a **project report** on a project that has been carried out, it is **not a literature study** about a project that still has to be done; the object is not to hand in a literature study and a project plan. To reiterate: we will not accept a project report for a project that has not yet been done, or for which little or no work has been done. **In other words we will have no choice but to give the report nought**.

If you have started a project that is not quite complete because it has more work planned for later, you can still submit the report. But you must make it clear what still needs to be done and why, i.e. provide a detailed plan for the work that still lies ahead. For example, if you do a game capture project and did a capture in March but the property is planning to do more captures in July, you can still submit the project report with a discussion of what is still to come. Or of course you could leave it and only submit the complete report in September.

Understand however very clearly that this is not a loophole for submitting a project you have not actually got around to doing yet. Such a report will simply not be accepted.

BACKING UP YOUR WORK

Every year, usually just before a deadline or the final submission, we hear "My computer crashed... All my work was finished… No *really*, it was...!!!". **Losing your work is a completely unacceptable excuse for submitting late**, and there will be no leniency whatsoever. It is very easy to avoid the disaster of a hard drive crash or your computer being stolen – simply get into the habit of regularly backing up your work. Every student in the world learns to make backups – but usually only after their first major computer crash. The principle of backing up is simple: how prepared are you to do all the work again?

We recommend the following backup procedure:

Keep all of your third-year related work in one working folder on your main computer, such as THIRD YEAR. In this way copying your working folder automatically copies all your third-year work (do not use backup software, simply copy the folder). Back your working folder up every week. Do not over-write previous backups, make a new backup each time. For example, if your working folder is THIRD YEAR, make your main backup folder THIRD YEAR BACKUPS. Give each weekly backup its own folder in the THIRD YEAR BACKUPS folder, using the date as the weekly backup folder name, for example 20210322 (if you make the dates year/month/day the weekly backup folders will appear in chronological order in your main backup folder).

Regularly download all photos from your camera or phone and back them up too. Also make copies of all your paper documents, such as datasheets and evaluation forms. Keep these in a separate file away from your working files.

It is a good idea to keep your backups separate from your main computer, say in another office. If you are really paranoid make two separate backups each time and store them separately.

Also remember that everything you upload on CA Connect should still be there.

7. RESOURCES FOR PROJECTS

All of your projects require comprehensive literature reviews, for which you have to find material. During your two years at CA you received or were exposed to large amounts of literature, and your lecture materials (notes, textbooks, additional reading etc.) remain very important sources of information. A great deal of literature is also available on CA Connect.

Online library

Literature

There are many articles in the CA Connect online library, and new articles are continually being added. They are arranged broadly per subject or per topic, and these articles can be used as sources for projects when you are doing your literature reviews. Recall that they are all subject to copyright, which for your purposes means that you may use them as sources provided you reference them correctly.

On CA Connect go to "Nature Management literature" and navigate to the subject or topic of interest.

Any articles that may be discussed on the Blog will also be placed on CA Connect. Go to "The Blog" and navigate to the topic of interest.

New articles that the third-year coordinator or supervisors find interesting or consider useful may be mentioned on the Facebook page, with directions for finding them.

New articles are always being added, so go to the literature regularly, or check on a particular topic again when you are writing that report.

These articles are put onto CA Connect because we consider them to be important literature for the various topics. We load what we think to be at least the key literature – literature that you cannot write a literature review without. We therefore **expect** you to use at least this literature. In other words, we think that you **have** to use these articles, it is not really up to you whether you want to use them or not.

Journals

In the CA Connect online library there are links to several scientific journals to which you have access. Articles in these journals can be used as sources. In particular the *African Journal of Wildlife Research* (previously called the *South African Journal of Wildlife Research*), *African Journal of Range and Forage Science* (formerly the *Journal of the Grassland Society of southern Africa*) and *Koedoe* are valuable sources of management-related information. Remember also that all the back-issues of these journals are also available on their websites. They are all subject to copyright, which for your purposes means that you may use the articles as sources provided you reference them correctly.

On CA Connect go to "E-Library > Nature Management". Then follow the instructions for access to each journal.

Wildlife Ranching SA and *SA Game & Hunt* are also good sources of information directed more towards the layman. These journals are available online but unfortunately only by personal subscription; if you would like to have access to these journals you will have to subscribe to them yourself.

CA Nature Management Facebook page

We recommend that you keep a close eye on the Facebook page. It is continually being updated with all sorts of information, and is also a forum for asking for advice etc. The third-year coordinator and supervisors also use the Facebook page as a way of communicating with the third years.

When you create your profile on Facebook please use your own names as closely as possible, rather than nicknames or cryptic names (it can be difficult to know who Hardekool2021 or Sexybushbabe are...).

"The Blog"

One of the most difficult challenges of your third year, but what makes your third year such a valuable learning experience, is that you get thrown in at the deep end and you are basically on your own. This can however be very overwhelming (even though you are actually well-prepared and possess all the

necessary background to apply your theoretical and practical knowledge in the field). This is one of the reasons for the third-year Facebook page, and why you are visited by a lecturer – to maintain some contact with the Academy and with your fellow students. There is however an additional communication medium – the CA Nature Management blog. The third-year coordinator has this blog for communicating with the third years, the idea being that they "lecture" via this blog. In this way the third years will be kept informed of various issues and latest information, and also new subject material. There will be regular blog posts on various topics. For example, if a useful new article appears on fire and fire management a blog post would discuss the paper (and perhaps a few similar papers), summarise the important points, discuss how it may be relevant to you, and provide access to the papers themselves. Another example would be if a student had a particular query or problem. Instead of only addressing that student's problem, there may be a blog post on that particular issue but expand on it, so being of interest or help to all the other third years. We feel that by maintaining this regular "lecturing" contact with students they will stay more up to date and feel less isolated.

You will also be kept up to date with any new lecture material. For example, if a new set of notes is written for Conservation Genetics a discussion of the new notes will be posted, and the notes made available to the third years, instead of only the second years getting them in class.

There will also be announcements of new, relevant articles that have been uploaded on CA Connect.

Of course it is entirely up to you to keep up to date with The Blog...

We recommend browsing through posts from the last few years on the Blog – there are many older posts that will still be useful. Some of the older posts will be updated during the course of the year but browsing through the older ones can be very worthwhile.

To access the Blog go to http://ca-natuurbestuur.blogspot.co.za/

Please note that the Blog itself is **NOT ON CA CONNECT**, only the articles discussed in blog posts might be uploaded to "The Blog" section on CA Connect.

A note on the internet generally:
Of course there is also an enormous amount of information available on the internet (ranging from useless rubbish not appropriate for tertiary studies, to very valuable, and all things in-between). Of course you are all used to using Google, but you should also consider using Google Scholar https://scholar.google.com. Google Scholar concentrates on more academic results than Google and will generally lead you to more appropriate sources. It also notes which sources are available for download, making many sources much easier to get hold of.

8. PROJECT REPORTS
Guidelines for reports
General guidelines for assignments are given in the Conservation Communication KOM105/206 *Guidelines for assignments*; these guidelines also apply to third-year reports (with some differences specific to third-year reports). Make sure that you adhere to the guidelines or you will unnecessarily lose marks. You will also find guidelines regarding various aspects of project reports on CA Connect in "Third-year project reports". Please read these guidelines to see how you are expected to write your reports.
The following notes provide further guidelines for what is expected in project reports.

Literature reviews
The literature review is the heart of the report, setting the scene within which your own work takes place. The literature review therefore has to be very comprehensive, reviewing **all** the relevant literature covering the whole breadth of your topic. An unbreakable rule is therefore that there must be a **minimum of 5 sources in the literature review** (at third-year level five sources is actually ridiculously few, but a line has to be drawn somewhere). If there are not at least five sources in the literature review the report (first drafts or final reports) will simply not be accepted and will

automatically be incomplete. Remember too that the literature review is not the only place you use references, so we would expect more than five sources in the reference list.
The five sources rule obviously means five different sources, not the same source referred to five times. The five sources must also be *relevant and appropriate* – any source that is irrelevant or inappropriate will not be accepted as a source.

Also recall the following from the WPB infrastructure discussion above: if you do a project that combines several aspects of a topic (such as combining several aspects of infrastructure into one general infrastructure project) please remember that we expect a **complete literature review on each aspect**. For example, a general infrastructure project combining fences, roads and buildings will require a literature review with at least 15 sources. This is the disadvantage of combining several things into one project – you get more material for a good project but you also have a much larger literature review to write.

The literature review is the bigger picture of your topic, the bigger picture within which your project fits. The purpose of the literature review is therefore to find all the relevant information you need to plan and carry out your project. In many cases however you will do projects that the property is already doing, so you don't actually have much control over how they are done. In this case you are not doing literature reviews to plan your projects. HOWEVER, even if the project was planned for you, you must still go through the whole process of the literature review as if you were planning the project. So the literature review in this case would show how you are supposed to do things, even though you do not necessarily do them that way.

Length of reports
The length of a report will obviously depend on the subject and how much effort you put into it. However, an unbreakable rule is that the main, written body of the report must be a **minimum of five pages**. At third-year level this is also ridiculous (some of your first-year assignments were longer than this), but again a line has to be drawn somewhere. It is impossible to specify how long a report must be, because five well-written pages are much better than 20 badly-written pages. And of course the report on veld condition and ecological capacity will be very much longer than a report on marketing, for example. So the main, written body of the report (*excluding* title page, table of contents, figures and tables, reference list and addenda) must be a minimum of five pages. If the main, written body of the report is not at least five pages the report (first drafts or final reports) simply will not be accepted and will **automatically be incomplete**.

> **To reiterate: if any report does not have at least five sources in the literature review and the main, written body of the report is not at least five pages, the report will not be accepted.**

"The bigger picture"
You should be well aware by now that all of your projects are actually bigger than just what you do. Every project is part of a much bigger picture concerning that particular topic. There is a larger background and context within which your work will be done, and your project is just the practical application of that bigger picture.
This was covered extensively during your second year, and an example was discussed in Section 6 "Third year subjects and projects" above, but it is important to emphasise this again. A common project is repairing roads that have been washed away. But repairing a road is much more than simply filling holes with rocks and soil. Your project on road repair is just part of the practical application of road management in general - there are the different types of roads and their purposes and requirements, the theory of road construction, why roads wash away, design mistakes, better design ideas, redesigning the road, drainage, repair options, planning labour, planning materials, costing and monitoring. This is in addition to other aspects of road maintenance such as grading and keeping them clear of vegetation. When you write your report you have to draw the bigger picture of roads on a game ranch, in addition to simply describing how you filled holes with rocks and soil. This is the important role played by your literature review – this is where you get the information to place your own work in context.

In the same way, if you are involved in capturing buffalo that is just the practical application within the bigger picture of game capture, and feeding roan antelope just the practical application within the larger picture of feeding wildlife.

Legislation

Almost all aspects of the management of a game ranch are subject to **legislation** – every report must contain a section on the legislation relevant to your project. Obviously if there is no relevant legislation you will not include it, but you must still mention that there is no legislation applicable to that particular project. In this context, the term "legislation" is **used more broadly to include** norms and standards (such as SABS 1884-1: *Holding pens for temporary housing of animals. Part 1: Holding pens for wild herbivores at auctions and in quarantine facilities*) and accepted best practice (such as SA Hunters' *Policy position: Intensive and selective breeding to alter genetic characteristics of indigenous game species for commercial purposes*). The concept of legislation therefore refers more broadly to all **regulatory** aspects concerning a particular topic.

Do not forget provincial legislation – in many cases this is actually the important legislation as it would apply to your property in your particular province.

It is very important that you **discuss** legislation **as it applies to your project**. For example, keeping buffalo is subject to a great deal of legislation, including disease legislation. However, not all animal diseases legislation is directly relevant to keeping buffalo, so you must only discuss what is directly relevant. And please do not include all 120 pages of an Act in your report.

This is why legislation has been moved from the literature review to the practical application – we want to know what legislation is relevant and applicable to you, and how you deal with it.

Do not simply refer to legislation – give the relevant legislation. And remember that legislation is written by the state, so all the legislation you use must be the original legislation, not other people who write about the legislation.

Bear in mind that the *lack* of legislation about an aspect of game ranch management can say just as much as legislation does. This can still lead to much discussion – maybe there should be legislation, or the fact that there is no legislation leads to bad management. The better student will realise this.

Even if you are only involved in a limited aspect of a topic you must still discuss all legislation applicable to the *whole* topic. For example, even if you only fixed fences you must still discuss all legislation relevant to fencing in general. Or even if you only built a new loading ramp for the coldroom in your slaughtering facility you must still discuss the legislation around slaughter and meat processing facilities on a game ranch.

Finally, should you do your third year in a neighbouring country bear in mind that all the legislation that you are used to from first and second years will not apply to your new country, and you will have to find the legislation for that country.

Project management

One of the important topics you dealt with in BOW is project management. Recall that project management follows a set procedure made up of certain steps. Please remember that each of your projects is a project that needs to be approached with a project management mindset – even if you are looking at veld condition and ecological capacity it is still a project in the project management sense. Just because you are doing fieldwork doesn't mean the rules of project management are suddenly unimportant. The basic steps of project management apply to any project you will ever do, and you must apply them to all of your projects. Of course the details will differ between projects, but the steps of project management are always the same.

Monitoring and adaptive management
Do not forget about **monitoring**. **Adaptive management** requires monitoring to see how well current management actions are working, so every project must include a section on monitoring. You must therefore discuss the principles of monitoring and present a detailed **monitoring plan**; even if you are not going to be on the property in the future your monitoring plan is available for the future manager. This is also an academic exercise, and monitoring is part of adaptive management, and your monitoring plan is theoretically available to your successor.

Monitoring is an essential aspect of project management. Any management action must have goals, and monitoring is the process of determining if those goals are being achieved. So all your reports must have a discussion of the goals of the project somewhere, usually in the practical introduction, and perhaps again in the discussion of monitoring itself. Monitoring is done to see if the goals are being achieved, while the monitoring plan is the detailed, step-by-step procedure to carry out the monitoring. The monitoring plan must be in enough detail that someone else can take the monitoring plan and carry out the monitoring correctly.

In this context "monitoring" includes follow-up in any form. For example, although you perhaps wouldn't call it "monitoring", obtaining feedback from clients is also technically monitoring. Did your environmental education programme actually work – finding out is a form of monitoring. After a game capture – did the animals survive, how are they doing? Consider monitoring in its broadest sense – finding out if you achieved what you had planned.

Since veld monitoring should always be done in the same places, and involves comparing the present situation with past situations, it is very important to discuss in detail where monitoring is done and exactly how it must be done. This would include GPS coordinates and fixed-point photographs, and precise descriptions including easily identifiable features, preferably those that won't disappear or change.

You must attempt to monitor the results of what you did before you leave the property – did what you do actually work? Did the queen of the night actually die? Did the erosion control actually stop the erosion the next time it rained? Is grass cover improving where you cleared encroached bush?

Previous work
For every project you must also find out if any work has been done on that topic on the property before. If **previous work** has been done you must try to find that information and incorporate it into your project report. Adaptive management is one of the pillars of modern management. To do this you need to know how your management actions are working, and the only way to know how something is working is to monitor it and compare it to how it was before. If there has been any previous work on the property you have something to compare your work with and see how the current management action is working. Previous work on the property may be work the manager has done previously, a report by a consultant, a previous student etc. This comparison with previous work is something we are going to specifically check. If there has been previous work it should be possible to get hold of the original reports. Find out from your employer or your CA supervisor if there were ever students on the property - you should be able to get hold of their project reports.
If there has been previous work on the property, this may influence where you do your own work. For example, if veld condition assessment has been done previously it may be a good idea to do your own veld condition project in the same places, to allow direct comparisons. The opportunity to do direct comparisons is enormously valuable and important and also something we will specifically check for. Of course, if there is a monitoring plan you will have to do your surveys as prescribed in the monitoring plan.
If there was no previous work actually on your property, find out if any work has been done in your area – a neighbouring farm, a nearby nature reserve or some or other national survey.

Many properties on which third-years now find positions have had CA students before. We know which properties these are, and we will specifically be looking for reference to their work before you. **If you do not refer to their work you will be penalised**.

For this reason, students agree that future students may use their work, provided it is correctly used and referenced like any other source. If the property does not have the previous student's work, it can perhaps be found by your supervisor. Students may **only** have access to other students' work if it is on the same property.

However, if there was a student on the same property in the past we will also be extra vigilant about how you use the previous student's work and plagiarism.

Over the years there have been literally hundreds of project reports, which are easy enough to get hold of. There are also many instances where there are two or more students on the same property. Much was said about plagiarism in your first and second years, and we assume that by now you know what plagiarism is and how to avoid it. You will recall that one aspect of plagiarism is using another student's work. In the third year plagiarism in the form of using another student's work (with or without their knowledge) is viewed as extremely serious (much more seriously than in the first or second years), and will be dealt with to the fullest extent allowed by the rules of Centurion Academy, even to the extent of expulsion. Such plagiarism will not be tolerated.

Obviously most of the things you will be doing were already being done on the property as part of management - how was it done before you got there? This also leads to another important aspect to previous work. Anything that happens on the property now probably also took place in the past, but what we are particularly interested in is if anything has changed or been adapted based on past experience. Were any lessons learned, are things done differently now, what worked and what didn't?

Comparisons

If you move to another property, this may provide an opportunity for comparisons. If the properties have different goals, vegetation types, veld conditions, different infrastructure for different purposes or different ways of doing things you may be able to make meaningful comparisons. Comparing good with bad practices is also always a useful exercise.

Planning for the rest of the year

In every project report you must include a section on planning for the rest of the year. In many cases your project will be largely finished but there may be hours outstanding, or more work that is planned for later in the year. You must give this planning in detail.

Make connections

Something else we particularly look for in your project reports is how the various projects link with each other, to show that you understand how they all actually form part of the holistic management of one property. An obvious example is the connection between the VBS ecological capacity project and a DST project on feeding and supplementary feeding. In the ecological capacity project you calculated what food is available for your animals; obviously this must link with any feeding project you do. You have calculated how much food is available, so that will obviously influence how you supplement their feeding. Another example would be a possible connection between a VBS bush clearing project and a MEN community project. If you are clearing bush the wood could be used in a community project for making charcoal, or the local community can be involved in the clearing, so creating work. In the same way WPB waste management can link with MEN environmental education by incorporating recycling into an environmental education programme, or be used for a community recycling project. Again the point is that your subjects and projects are not in separate little boxes – they are all connected in the overall integrated management of a property.

An important point to take note of is that an integrated approach also allows you to do more things at once, so adding greatly to your variety, hours and experience. It also illustrates that you have an appreciation of integrated management and putting things together. Any management is more effective if it is approached in an integrated way, and this gives you the opportunity to deal with more species, more methods and get more, varied hours.

Discuss your findings

You must ***discuss*** what you find. For example, simply doing step-points and BECVOL and calculating veld condition and ecological capacity is totally meaningless – what do your results ***mean*** for ***management***? Such discussion shows us that you actually understand why you are doing the work, and that you understand what the work has to do with management of the property.

Another common example is simply stating that your property is largely sourveld. What does this mean for ***management*** – what are the implications for stocking the property, or for fire management? Such discussion is incorporated into your practical application.

It is also a simple fact that on many, many properties things are ***not*** done properly, or ***are*** inadequate, or are not done the way you were taught at CA. You ***must*** discuss how things should or could be done, and why they are not done like that on your particular property.

Also remember that you are writing your reports for us, not for your employer. You are therefore welcome, in fact encouraged, to give your own opinions on how your property is managed - what works particularly well, what could be done better, what is not done that you think could be. Just please be tactful…

Analyse / what you think

Too many students simply describe what they did, without any analysis of what they did. We don't only want to see "this is what happens on the property", we also want to see "this is how it should be done, or could be done", "I think this is wrong", "this could be done better", "this is how I would do it if I was in charge".

How you did things is almost incidental, it was just the practical application, correct or not, of how things are done on your property. In your first and second years you learned the theory of how things work and should be done – now you report on how things are done, and if that's not right, how they should be done and how you would do them.

Write a manual

A final suggestion on how to approach all of your project reports. Your reports are all on various aspects of managing a game ranch - one way to ensure that your reports are comprehensive enough is to think of them as being user manuals for the management of the property. Will someone not familiar with the property be able to take a report and from the report alone do ***all*** the work ***exactly*** as it should be done? If the answer is yes your report is comprehensive enough; if the answer is no (or maybe…) then your report is missing something. Read your report as an outsider and see if it discusses ***why*** the work must be done and ***how*** the work must be done.

Project timesheets

In every project report you must include a **project timesheet** (an example is given on CA Connect in *Experiential learning ERV306 > Timesheets*). This summarises the hours spent on a particular project – recall that you must log at least 50 hours on each project (25 hours for certain projects). You simply carry over the detail for a particular project from your weekly timesheets into this project timesheet. The hours in the project timesheet must correspond with the hours in your weekly timesheets – these will be used to check your hours per project.

Any project report missing the project timesheet will be deemed incomplete and unacceptable, and cannot pass.

Hours in project timesheets for activities that are not discussed in the Practical application or Student's contribution will be questioned and not accepted. Anything for which you log hours must be appropriately discussed in the report.

Photos
You must take photos of everything. You need these to illustrate your project reports and presentation, and to prove that you were involved in some way.

Using information from other projects
In many instances information in one project will be relevant to other projects (examples may include the ERV vegetation map in your ecological capacity project, or game counts used in your ecological capacity project, or ecological capacity information in your feeding project). If you use information from one project in another report you must *include* that information in the report, not merely refer to the other report. You must somehow summarise the relevant information to include where it is needed.

Submission procedures
Summary
All project reports are to be **submitted by uploading them on CA Connect**. Reports may not be submitted by email; reports not submitted on CA Connect will be considered to be not submitted.
You write up each project and each project report is submitted twice. The report is submitted online for the first time by one of the three deadlines during the year. It is very important to note that this is a **complete** project report. On CA Connect you will for example submit "DST306 Project 1 first submission". This report will be marked according to the rubric for project reports. There will be a marksheet with comments about what needs to be improved or changed (in a similar way to the first draft of an assignment in your first and second years), which will be returned to you by email. You make the required changes and submit the final report online by the deadline for final reports at the end of the year, for example "DST306 Project 1 final report". When you do your final exit-level assessment at the end of the year you will also provide printed copies of all of your final reports in your final third-year portfolio. This portfolio will also include all the supplementary material, such as timesheets etc. This supplementary material will be evaluated for ERV306.

First submissions
The main purpose of the three deadlines during the year for the first submissions of project reports is to space the reports out during the year and to force you to keep up to date with your projects and reports. As with first drafts of assignments in your first and second years it also provides the opportunity for reports to be evaluated and revised before you finally submit them. Your supervisor will comment on the reports, providing an opportunity to correct any major errors or to make suggested changes. After you have responded to the comments on the first submission you hand in the final report.

It cannot be emphasised enough that first submissions are **complete** reports. All that may be incomplete are hours still to made up, and further work that may be planned for later in the year. As far as *writing* goes, it is a completely finished report. It is **not** a scrappy last-minute attempt, it is **not** a rough draft with empty spaces where nothing has yet been written, or notes in the margins or highlighted with comments like "Expand the introduction…" or "Find more references!".

Also, please use the marksheets and comments from your previous reports when you write your next reports. In this way many of the problems with your first reports can be rectified and avoided in later reports. If you do it like this each report will have less and less wrong with it, and require less fixing (and will of course get more marks). It is not acceptable (and to be perfectly honest, silly) to again make the same mistakes that have already been pointed out to you.

When you correct a mistake in one of your reports, look for and correct that mistake in all your reports, in all of the subjects, and make sure you don't leave the same mistake uncorrected in other reports. It is not acceptable (and to be perfectly honest, just as silly) to leave mistakes in reports that have already been pointed out to you in other reports.

Also bear the following in mind. If a problem or a mistake has been pointed out to you in one of your reports, it will not be pointed out to you again. For example, if your introduction or reference list is wrong in one report, that same mistake will not be pointed out again – we assume you have taken the comments on board. So if a mistake is pointed out to you you must check that you have not made the same mistake elsewhere, and if you have you must fix it.

With the regular feedback that you get on your reports we expect to see a continuous improvement in your reports with each submission – for your marks to improve you have to show improvement. If you only go through the motions writing your reports because you have to write reports, you will not get better marks.

Please do not lose sight of the fact that the Diploma in Nature Management is after all an <u>academic</u> qualification. One purpose of your third year is to apply two years of theory in a practical situation, so we are also looking for theory in your projects and project reports. Make sure that you include the theory you learned in class in your literature reviews, methods etc. A few simple examples – if you do a project on water supply for game there obviously needs to be a theoretical discussion of the placement of water points, influence on vegetation, p005pheres etc. Even if the water points on your property are placed incorrectly according to theory it must still be discussed. If you are controlling bush encroachment you need a comprehensive discussion of the relationship between the grassy and woody components of savanna vegetation etc.

Submitting reports online
On CA Connect, go to "Subject > Submit project reports".

On the submission page for each subject you will see links to the three projects per subject and the two submissions per project. Information about each submission, such as due dates and closing times, status of submissions etc. can be found by clicking on any submission link. You will **not be able to submit a report after the closing time** – the system will automatically close submissions and the submit options will simply disappear. If a report is not submitted it automatically receives a mark of nought.

Be very careful that you upload the correct documents. If you are not well organised it is very easy to accidentally submit the wrong report, particularly in the rush before a deadline. If you submit the wrong report you will **not be able to submit the correct report after the deadline**. The report that should have been submitted will be regarded as late and will automatically receive a mark of nought.

Please remember that almost everyone will be submitting reports just before the deadline, which means that there will be very heavy traffic on CA Connect. CA Connect will therefore be extremely slow and may even crash. Submit your reports well before time, just to make sure everything works and that you are not caught out by an overloaded system. Remember that any reports that are submitted late cannot be submitted and will not be accepted – a slow or crashed system will **not** be accepted as an excuse for a late submission.

There is a limit on the size of reports that can be submitted – you are limited to a maximum of 50Mb per submission. It is usually photographs and scanned documents that make reports very large – you will therefore have to limit the number of photos per report. Another way of decreasing the sizes of photographs is by converting colour photographs to greyscale.

For all subjects except ERV306 you may only upload **one file per submission**. Your project timesheet summary, photos etc. must therefore all be included in your report. No parts of a project report will be accepted if they are submitted separately.

For ERV306 you may submit **more than one file per submission**. This allows you to submit timesheets, student evaluations etc. as separate files if you so wish.

We recommend that you have all of your files ready for submitting and submit everything in one session.

Please save and submit your project reports as pdf documents. As you well know funny things can happen when a Word document is opened on another computer. **Please reread the pdf document before you submit it** – some features in the Word document are disabled when it is saved in pdf format, for example automatically-generated Tables of contents.

If you are in a remote area with difficult internet access you will have to **plan your submissions carefully**. For example, you can submit reports when you make a scheduled visit to town, or visit town specifically to submit them.

Do not email reports to supervisors. According to the rules of the diploma reports have to be uploaded on a system where electronic record is kept of what you did, and they must also go on a system where electronic record is kept of you clicking on the "This is my own work" button. A further purpose of a system with deadlines is so that you either meet or miss a deadline – it is called discipline.

Naming files

All files that you submit online must be named according to a standard convention. When files are downloaded from CA Connect it can be very difficult to determine which files belong to which students, so all files must be named as follows:

Project reports:
    Surname, Name – Subject code Project number – Shortened project title

For example
    Fourie, Gysbert – DST306 Project 1 – Game capture
    Fourie, Gysbert – MEN306 Project 2 – Environmental education

ERV reports:
    Surname, Name – Subject code Month year

For example
    Fourie, Gysbert – ERV306 July 2021

Any ERV files that may be submitted separately:
    Fourie, Gysbert – ERV306 April 2021 – Student evaluation
    Fourie, Gysbert – ERV306 April 2021 – Weekly timesheets

Declaration of Originality

In your first two years we placed great emphasis on any work you submit being your own. We further emphasised this with the inclusion of a Declaration of Originality in all your assignments. In the third year we place even more emphasis on work being your own. However, **you do not** need to include a Declaration of Originality in your third-year project reports. Instead, when you submit a report online you will be required to tick the "*This is my own work*…" box. By doing so you declare that the project report you are submitting is your own work. **If you do not tick this box your report cannot be submitted**. While you do not have to include a Declaration of Originality in your online submissions,

there must be a **single, signed third-year Declaration of Originality in your final third-year portfolio**, stating that all the work included in the final portfolio is your own. The third-year Declaration of Originality can be found on CA Connect in "Third-year project reports".

Please note that this Declaration of Originality is **different** from the one in your Guidelines for Assignments. While you only have to click the "*This is my own work…*" box on CA Connect, by doing so you accept the **full** third-year Declaration of Originality that is found on CA Connect. This declaration is a very comprehensive document – please read it carefully so that you know and understand its contents.

Final project reports

All your final reports must be submitted online on CA Connect on or before the deadline for final reports. All of your final project reports must **also be included in your final third-year portfolio** on the day of your presentation. The reports you submit in your portfolio must be identical to the final reports submitted online; for marking purposes the online and hardcopy reports will be considered to be the same reports. The copies in the portfolio are for record-keeping purposes since CHE dictates that final examinations must be kept for five years.

If any final reports are not submitted on CA Connect by the final deadline you will not be granted entrance to your final exit-level assessment and will not be able to hand in your final portfolio or do your final presentation.

Final third-year portfolio

Your final third-year portfolio must include all the information discussed in Section 6 above, as well as an up-to-date CV. All final project reports must be included in the portfolio. Everything must be ring-bound or neatly assembled in a lever arch file, without plastic pockets or staples. Since the final portfolio comprises many different documents it is important that it be well-organised with a Table of Contents.

Each subject must have a short introduction in which you explain what the subject is, why the subject is important, what projects you did for the subject and why you chose those particular projects.

Please note that your final third-year portfolio will not be returned to you. By law CA has to retain all final student assessments for five years, after which they will be destroyed. If you wish to have a copy of your final portfolio you will have to make an extra copy for yourself.

Recall from the discussion above that if any final reports are not submitted on CA Connect by the final deadline you will not be granted entrance to your final exit-level assessment and will not be able to hand in your final portfolio.

Oral presentation

Your oral presentation will take the form of a PowerPoint presentation before a panel of examiners, in which you will present the work done during the year. You have **15 minutes** for your presentation, after which the examiners and audience will ask you questions about your work. Your final oral presentation is a very important part of the assessment of your practical year. Come well prepared to present and particularly to answer questions about your work and your project reports. Your presentation must be done professionally. Your PowerPoint presentation must be put together well. You must speak well. Dress appropriately.

If you fail to do your final presentation, you will receive a mark of **nought for the presentation for all your projects**, each subject will be incomplete and your third year will be incomplete.

Recall from the discussion above that if any final reports are not submitted on CA Connect by the final deadline you will not be granted entrance to your final exit-level assessment and will not be able to do your final presentation.

Towards the end of your third year you will be informed of the booking procedures for the final presentation.

DEADLINES
Submission deadlines for 2021 are as follows:

- The first deadline is 14 March 2021. Submit the **first project report for each subject** on CA Connect.
  You have to submit the first project report for each subject, in other words you have to complete and submit five reports by 14 March. This is going to require good planning, dedicated fieldwork and conscientious writing up from the moment you start your third year. You must also take into consideration that certain work can only be done at certain times of the year, for example you can only do veld condition when the grass is still in good condition, and will therefore have to be done at the beginning of the year.
- The second deadline is 30 May 2021. Submit the **second project report for each subject** on CA Connect.
- The third deadline is 22 August 2021. Submit the **third project report for each subject** on CA Connect.
- The final deadline is 7 November 2021. Submit **all final project reports for all subjects** on CA Connect.
- If any final project reports are not submitted by 7 November the projects not submitted are automatically failed and the subject is automatically incomplete. If any final project reports are not submitted on CA Connect entrance to the final exit-level assessment will not be granted.
- During the week of 8 November the final exit-level assessment will take place: the **final third-year portfolio** must be handed in and the **oral presentation** must be given at the Highveld campus (during the week of 22 November at the Bellville campus).

THE FOLLOWING IS EXTREMELY IMPORTANT:

The deadline for final reports for third-years *on all campuses* is 7 November 2021. IF YOUR FINAL REPORTS ARE NOT SUBMITTED AT THIS TIME YOU WILL NOT BE ALLOWED TO DO YOUR FINAL EXIT-LEVEL ASSESSMENT, I.E. YOU WILL NOT BE ALLOWED TO ATTEND THE PRESENTATIONS, OR HAND IN YOUR PORTFOLIO, OR DO YOUR OWN PRESENTATION. According to the rules of the diploma the reports you upload for the deadline are your official final third-year written assessments; if you have not submitted them you cannot submit a final portfolio, even though the portfolio might be complete by the day of your presentation.

Please note that this rule is absolute: if you do not upload for the deadline you will be removed from the presentation programme and you will have to wait until the following November to do your final exit-level assessment.

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9. ASSESSMENT
Assessment of project reports
Project reports will be marked according to a specially designed marksheet called a rubric. A rubric is a table showing exactly what is expected and the criteria for how the marks will be assigned. The rubric clearly states what markers are looking for, so you can use the rubric to make sure you address all the requirements, and also use the rubric to see how your report was marked. The use of a rubric for marking reports also increases the consistency of marking between reports, and consistency

between markers. It also contributes to fairness, because markers can only mark according to what was expected; students can see exactly what was expected, what they gave and the mark obtained.

Using the rubric to guide you when writing your project reports is one of the most valuable uses of rubrics. The rubric makes it clear what the markers are looking for and what you need to pay attention to.
The rubrics can be found on CA Connect on the "Third-year project reports" page.
Reports submitted online will be downloaded by your supervisor to be marked. The reports will be marked according to the rubric, and the marksheet will be returned to you.
You will have noted that each project report is to be submitted twice. The first submission is similar to the first drafts of assignments you are already familiar with. The purpose of the first submission is to provide an opportunity for a project report to be marked and revised before you submit the final report. Your supervisor will comment on the report, providing an opportunity to correct any major errors, or to make suggested changes. After you have responded to the comments on the first submission you submit the final report.

We recommend that you make the changes and finish your final report as soon as possible, to reduce your workload towards the end of the year, which is going to be considerable.

You will notice in the rubric that while most aspects are given a mark others may simply be marked *Unacceptable* or *Incomplete*. For example timesheets are not given a mark but they must be present. If any aspect of a project report is unacceptable or incomplete it cannot pass, and the project and the subject are incomplete.

There are certain minimum requirements which a report must meet in order to pass, no matter what mark has actually been given. So these things have to be right or the report is unacceptable and <u>cannot</u> pass. For the first submissions of reports we will still accept the report in the interests of feedback and accumulating marks, even though technically it should not be marked, but in final reports the report will **NOT** be accepted and it will automatically be incomplete, and you will have to revise it and automatically extend. These minimum requirements are highlighted in the rubric and in various other guidelines: they are length, number of sources used in the literature review, project timesheets present, signed weekly timesheets, signed employer evaluations, and no obvious inconsistencies between the various timesheets.

Your first round of reports will be marked very comprehensively. When we comment on something that is wrong, particularly things for which there are guidelines (formatting, references etc.) we will not comment on them again – if something has been pointed out we expect it to be corrected for all remaining reports. The second and third reports are therefore marked less comprehensively – we concentrate on content more than formats etc. Things that had been pointed out previously that have not been corrected will merely be marked incorrect and not commented on.
As you gain experience of report writing during the year, and have had more feedback, the reports are also marked more strictly. Any mistakes pointed out but not corrected in later reports will be penalised more heavily. This applies particularly to formatting, referencing etc. In other words as the year progresses we expect the basics to be perfect so that we can concentrate on the content.

While we expect your reports to be illustrated with various figures, the final reports for your final portfolio do not have to be printed in colour. Colour printing is very expensive, and your reports are available electronically on CA Connect anyway, so printing them in colour is not necessary.

Time for marking reports
The official CA guideline for the time taken to mark project reports is one month after submission. One student's five reports do take some time to mark, and for the number of students per supervisor it does

take a long time to mark everyone. You can therefore expect your results for a particular submission to take up to a month.

However, while the time allowed is technically a month, supervisors give priority to marking and it is usually quicker than this. Also, the first students to be marked can expect their results soon after submitting their reports, while those last on the list will have to wait longer.

Assessment of the final third-year portfolio

Your portfolio will also be assessed according to the criteria in the rubrics used during the year. The examination panel will particularly look for completeness, corrections since the first drafts, improvements, additions etc.

Some aspects of the final portfolio have to be correct, otherwise the portfolio simply cannot be accepted and will automatically be incomplete. These are minimum lengths of reports, minimum number of sources in the literature reviews, project timesheets present in all reports, project hours complete, clear and unambiguous, signed timesheets, signed employer evaluations and signed Declaration of Originality. Only if all these things are satisfactory will the portfolio be assessed.

Assessment of the oral presentation

Your presentation will also be marked using to a specially designed rubric, according to which we will assign marks for your presentation. The rubric will be provided for your information, so you can use the rubric to make sure you address the requirements. Also look on the Blog for posts giving advice on the presentation.

The general criteria for evaluating the presentations are the following:
- background to the property,
- scope of the work done,
- insight shown, creative problem solving, management recommendations,
- format of presentation,
- language and spelling,
- answers to questions,
- presenter's general appearance.

The purpose of your presentation is to give the examination panel an overview of what you did in your third year. You must give an **overview** of each project, not give every little detail. The detail can be found in your reports, which the examiners have already read, so it is not necessary to repeat it all in your presentation.

You must present your projects, but also mention **any other work** you may have done – you must impress the examiners with the breadth of your experience.

Composition of marks

For each of the four subjects requiring project work you must do three projects. For each project you will submit two reports – a first submission and a final report – and do an oral presentation. The first submission comprises 20% of the final mark for a project, the final report 40% of the final mark and the presentation 40% of the final mark.

However, you will note in the table below that the first submission of project 1 in each subject only counts 10% rather than 20%. The first submissions of the first projects have slightly less weight in case the first project reports do not go so well. Of course the weights of the final report and presentation for those projects are then slightly higher.

The final mark for a subject is the average of the final marks of the three projects.

ERV306 is marked differently. An ERV report is submitted three times during the year and the final ERV portfolio at the end of the year. The three submissions during the year will comprise 5%, 12.5% and 12.5% and the final portfolio 70% of the final ERV mark.

Please take particular note of the following.
The first submission makes up 20% of the final mark for each project. This may not seem much, but the first submission is critically important for two reasons. Firstly, the marks are obviously useful. But, if you do not submit a first submission, not only will you receive nought for it, but will also **receive no feedback on the report**, and will therefore have no feedback to refer to when writing your final report.
In addition, a low mark for a first submission can negatively affect the final marks for an excellent final report and presentation. This is especially true for ERV; if you submit three poor ERV reports it will very badly affect an otherwise good final portfolio. This can be particularly important if you are considering studying further, where you will need an average of at least 60% for the third year.

For each project the **final report and presentation both require a subminimum mark of 50% to pass**. If the final report or the presentation do not meet the subminimum of 50% the project is automatically failed. However, if the final report and the presentation meet the subminimum of 50%, even if the project receives a final mark of less than 50% the project will be passed with 50%.

The following table provides a detailed breakdown of the assessment of all subjects. The marks for each component, as well as their weights, are provided, enabling you to determine the importance of each assessment and for you to calculate your progress during the year.

DST306, VBS306, WPB306, MEN306	Marks	Weight	Final	FINAL
PROJECT 1				
First submission	100	10%		
Final report	100	45%	**33%**	
Oral presentation	100	45%		
PROJECT 2				
First submission	100	20%		**100%**
Final report	100	40%	**33%**	
Oral presentation	100	40%		
PROJECT 3				
First submission	100	20%		
Final report	100	40%	**33%**	
Oral presentation	100	40%		
ERV306	**Marks**	**Weight**		**FINAL**
First submission	100	5%		
Second submission	100	12.5%		**100%**
Third submission	100	12.5%		
Final portfolio	100	70%		

Comparing marks in the third year with marks in the first two years

Every year there are students who obtained high marks in their first and second years who do not achieve the same high marks in the third year, and are then understandably disappointed and even angry. The usual reason for this is as follows.

Some students are good at "book learning" – diligently studying and learning for tests and exams, and doing assignments well. For this kind of work there are "correct answers", and doing well is simply a case of learning the material and providing those correct answers. The first and second years are largely book learning, so a student who is diligent and a good book learner can easily achieve high marks. Assignments are usually relatively small, and many are also done in groups, so good marks are again relatively easy to obtain.

The third year is however very different – being a good "book learner" simply does not guarantee good marks, because there is no book learning in the third year. In the third year there are no "correct answers" that can simply be learned – achievement depends on among other things understanding and applying knowledge in unfamiliar situations, independence and initiative, which good book learners are not necessarily so good at. The first two years lay the foundation of book knowledge and practical skills while in the third year that knowledge and those skills must be practically applied – to state it simply, *applying* knowledge is not the same as *learning* knowledge. Students can therefore find the third year much more difficult, so we regularly have students whose third-year results are not what they were achieving before. A student who expects to automatically obtain excellent third-year results based on excellent first and second-year results simply does not understand the nature of the third year or the nature of the diploma.

However, you can take heart from the fact that the opposite happens just as often; students who struggled to obtain even average marks during the first two years suddenly blossom in the third year and get excellent marks. This is another illustration of the above argument but in reverse; these students are *better* at the practical application than they are at book learning, and excel in the applied third-year environment.

Finally, some students and parents complain that third years were not taught and did not practice "applying their knowledge" in the first and second years, and so are unfairly unprepared to do so in the third year. This totally misses the point – the third year <u>is</u> the part of the three-year diploma where "applying their knowledge" is learned and practiced.

10. RESULTS

Availability of marks online

Your marks will **not** be available online during the year. Although record is kept of all your marks in the EMC mark system, the only marks that will be available to you online will be the final results. There will therefore be no marks available on the Centurion Academy website until final results are available. You can however keep track of your own marks and use the mark structure above to determine how you are progressing.

Publication of final results

Your final results will available online (follow the instructions on the CA website www.ca.ac.za). They will be available online on the day that Centurion Academy's final results are officially published in December. This date is given in the year programme of Centurion Academy.

Should you extend your final results will only be available online on the day that Centurion Academy's final results are officially published in December.

Final results

Your final results will be available online in the form of a Statement of Results in .pdf format. Note that this document, while being your official results, is not signed. If you require a signed Statement of Results please contact Examination Administration at Centurion Academy.

At the graduation ceremony you will also receive your full Academic Record, listing all your results during your time at Centurion Academy. If you require an Academic Record before the graduation ceremony please contact Examination Administration at Centurion Academy.

11. PASSING THE THIRD YEAR

If you pass all of your third-year subjects in November you will have met the requirements for the Diploma in Nature Management and will qualify to receive your diploma in March of the following year.

Incomplete subjects

Should the work for one or more subjects however not meet the requirements for passing in November the subject/s will then be **Incomplete** (please note that the subject/s are **not failed**). If any subjects remain incomplete you cannot pass the third year.

Subjects will be deemed incomplete in the following instances (the procedure for completing the subjects is also given):

1. *Work not submitted, work not examined.*

Final project reports not submitted online: automatic extension to following November, pay registration fee for the year, extension rules apply, submit outstanding project reports in November.

Final presentation not done: automatic extension to following November, pay registration fee for the year, extension rules apply, final presentation in November.

If any final reports are not submitted online by the deadline entrance to the final exit-level assessment (portfolio and presentation) will not be granted; i.e. you will not be allowed to hand in your final portfolio or do your presentation. Your third year will therefore be incomplete and you will automatically extend to the following November.

2. *Work examined but not acceptable for passing.*

Automatic extension to following November, pay registration fee for the year, extension rules apply, resubmit unacceptable project reports in November.

If presentation was unacceptable redo final presentation in November.

3. *Work examined but reports require revision to pass.*

If revised by 15 January and are acceptable: pass fully and graduate in March, do not pay registration fee.

If revised by 15 January but still unacceptable: automatic extension to November, pay registration fee for the year, extension rules apply, resubmit revised project reports in November.

4. *Work examined and passed but hours incomplete.*

If hours complete by 15 January: pass fully and graduate in March.

If hours not complete by 15 January: automatic extension to following November, do not pay registration fee, do not resubmit work except timesheets and project timesheets, do not redo presentation.

Paying the registration fee

If a student extends their third year and the extension rules apply, CA still has administration costs and supervisors still have supervision and marking to do, so the registration fee must be paid. Also, because the student is still completing their studies they must be registered as a student, hence the reregistration and accompanying registration fee.

As discussed elsewhere, a student has two years to complete the third year. If they are not finished in November the third year is incomplete and they will automatically extend to the following year. If they do not finish by the following November then the third year is failed.

An extension to the following year automatically means no graduation in March.

If your 10 months and the hours for all your projects and subjects are complete but you need to extend, you do not need to continue in your same job. If the time requirements have been met it does not matter where you are or what you are doing while you complete your diploma.

If the final reports for any subject are not complete on the day of the final presentation the examination panel will have no choice but to deem the third year incomplete. However, if it is a case of reports themselves being complete on the day of the presentation **but only hours or months being outstanding** a student can be granted until 15 January to complete the necessary hours and submit the timesheets. If, for whatever reason, the hours are still incomplete on 15 January, or the timesheets not submitted, the third year will be incomplete.

Extension rules
Should you be granted an extension very strict rules and procedures will apply; when the final results are published you will receive documentation in this regard. You will have to submit a detailed report on the state of your third year and detailed plan for how you are going to complete the outstanding work. You will have to submit monthly progress reports detailing how you are progressing, and submit draft project reports for comment. You will not be entitled to another visit, but may request one at your own expense.

Please also bear the following in mind about extending. As a third year you must hand in first submissions by certain deadlines, and if you miss a deadline you get nought for that submission. Should you extend, the first submissions you have already handed in (or not, as the case may be), and the marks you received for them, **still stand**. If you extend all you extend is the deadline for resubmitting your final reports – your previous first submissions, and their marks, still stand. So extending does not give you the opportunity to resubmit work that has already been submitted, or to submit work that was not submitted. Extending simply gives you more time to finalise and resubmit your final reports and do your final presentation.

However, the situation may arise where you actually have no project reports ready to submit for one of the deadlines. Reasons for this include if you start your third year late, or you leave one property and it takes some time to find a new property (i.e. you are not employed for a period of time), or you may simply feel that your reports are not up to the required standard and decide not to submit. If you miss a deadline for these reasons all of your submissions will simply be shifted along by one deadline and you will be one submission behind. ***The consequence however is that, while you do not get nought for the missed submissions, your third year will automatically be extended to the following year***. If you do extend for this reason the rules of extension as outlined above will apply.

Failed subjects
The third year will be **failed** if any incomplete subjects are not passed after 24 months; those subjects are **failed** and the third year is **failed**.
If the third year is failed (by failing one or more subjects after 24 months) a student may reregister to repeat the failed subjects. The student must reregister by 31 January and pay the **registration fee and the full costs of the repeated subjects**.
If a student repeats a failed subject they may receive credit for **50% of the hours previously completed** for that subject; in other words they will have to redo 125 hours for each failed subject (exact details will be provided in the applicable documentation).
However, if third-year subjects are to be repeated the six-year rule for completing the diploma still applies – the time available to repeat subjects will therefore depend on the time remaining to complete the diploma.

Academic achievement awards
There are two awards for academic achievement in the Diploma in Nature Management.

The first is the best student over the three years of the Diploma. The criteria for this award are the following:
- a student must achieve an average of *70% or more in each year* of the diploma,
- the student with the highest average over the three years will receive the award,
- the diploma must have been completed in the prescribed time, i.e. three years, and the third year must have been completed in the prescribed time, i.e. at the conclusion of the third-year presentations,
- only one award per year will be awarded between all Nature Management campuses,
- this award will not necessarily be awarded every year.

The second academic achievement award is for the best third-year student in the Diploma. The criteria for this award are the following:
- a student must achieve an average of *70% or more* for the third year,
- the student with the highest average for the third year will receive the award,
- the third year must have been completed in the prescribed time, i.e. at the conclusion of the third-year presentations,
- only one award per year will be awarded between all Nature Management campuses,
- this award will not necessarily be awarded every year.

Diploma with distinction
To obtain the diploma with distinction (*cum laude*) a student must achieve a *final* average of *75% or more* over the three years of the diploma.

Studying further
After successfully completing their Diploma in Nature Management some students may wish to study further. In certain cases this is possible (see the Departmental Handbook for more information). That discussion will not be repeated here, but one extremely important point must be emphasised.
In order to be accepted to study further, most institutions require an **average for the third year of 60% or higher**. To achieve a 60% average requires considerable effort and consistency throughout the year. As discussed earlier (see Composition of marks), if your marks for particularly your first set of submissions, and for ERV in general, are not good it can be very difficult to get your marks back up to 60%, even with good final reports and a good presentation. The important point is therefore that your marks have to be **consistently** high throughout the year to maintain a 60% average. Remember too that you will be aiming for an average of 60% for **all five** third-year subjects, which means all of your submissions will need to be near or above 60%. And finally bear in mind that you will be competing with other students, including from other institutions, for acceptance, so the higher your marks the better. Most institutions will also have limited places, and will obviously take the best applicants, so even an average of 60% may not guarantee you a place at your institution of choice.

Graduation
Once you have met all the requirements for the Diploma in Nature Management your Diploma will be conferred on you at the annual graduation ceremony of Centurion Academy. The graduation ceremony is usually held in the first week of March in the year following completion of your diploma.
Please note that your official final results will be available online on the day that Centurion Academy publishes its results in December. These results are official proof that you have passed the course and qualify for the Diploma, and are entirely sufficient for you to apply for employment or further study. It is however only at the graduation ceremony that you may officially be awarded your Diploma.

You will be informed by Centurion Academy Administration of the details of the graduation ceremony. If you are unable to attend the graduation ceremony arrangements will be made to send your Diploma to you.

If at the end of December you have Incomplete subjects you cannot graduate in March. If you extend and only finish in November of the following year you will have to wait until the next graduation ceremony to receive your Diploma.

12. A FINAL WORD

Finally, a very important point that you have to realise and accept. Your third year is not simply a year-long *jol* in the bush, with some arbitrary projects to be cobbled together and a few hastily scribbled reports. Your third year is **by far the most challenging** of the three years of the Diploma, and the year where the expectations of you – academic, practical and professional - are extremely high. Completing your third year successfully requires massive commitment and a huge amount of work, and you are not going to pass if you simply go through the motions; it is definitely not a year you can pass by simply turning up. We set very high standards for the third year, both to prepare you to compete in a very hard world, but also to maintain the high regard in which our Diploma and graduates are held by the industry and other tertiary institutions. But, as emphasised at the end of the Third-year letter, if you approach your third year with the right attitude and view it as the **most valuable part of your training** in nature management, your practical year will 'make you' as a competent manager that the industry will be delighted and lucky to have.

AND SOME FINAL INSPIRATION... ☺

'Tapping years of experience'

Writing is 90% procrastination
and 30% panic.