



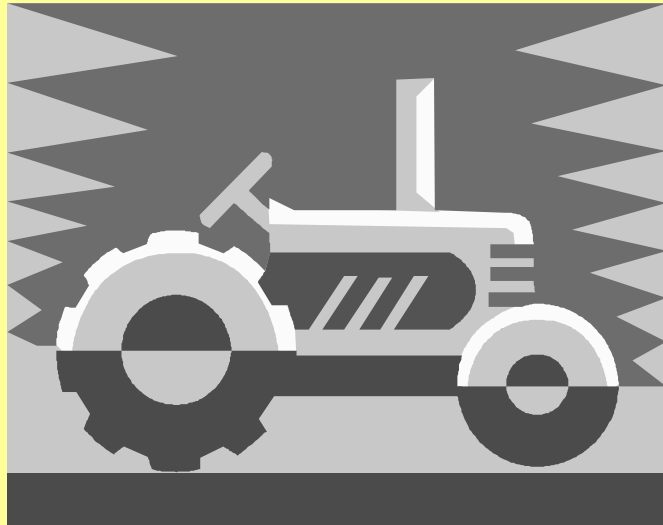
NQF Level: 2

US No: 116060

Facilitator Guide

Primary Agriculture

Repair & Maintain



Facilitator:

Company:

Commodity: Date:

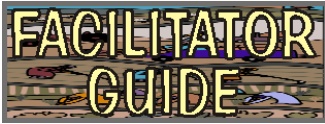
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agriculture

Department:
Agriculture
REPUBLIC OF SOUTH AFRICA





Utilise and perform minor repair on implements equipment and infrastructure			2
Primary Agriculture	NQF Level 2	Unit Standard No: 116060	

Before you get started...

Dear Facilitator,

This Facilitator Guide (together with the relevant Learner Guide) is aimed at facilitators who will be assisting learners wishing to complete the following unit standard:

Title:	Utilise and perform minor repair and maintenance tasks on implements, equipment and infrastructure		
US No:	116060	NQF Level:	2
		Credits:	5

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his guide contains all necessary facilitation instructions to ensure that learners will attain the expected competencies required by the above-mentioned unit standard. This guide is designed to be used during the presentation of a learning session based on this unit standard. The full unit standard is attached at the end of this guide as well as at the end of the relevant Learner Guide. Learners are advised to read the unit standard at their time. Please discuss the unit standard with the learners to ensure that they understand what is expected from them to achieve the outcomes of the unit standard.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently facilitating, because that will be determined by the context of application:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48976	2	120	<input type="checkbox"/>
National Certificate in Plant Production	48975	2	120	<input type="checkbox"/>

Please mark the learning program the learners are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

Note to Facilitator:
If you are presenting this module as part of a full qualification or learnership, please ensure that you have familiarised yourself with the content of the qualification.

Please explain the above concepts to the learner.

There are four guides, namely the Learner Guide, the Learner Workbook, the Assessor Guide and the Facilitator Guide.

These guides have been developed to address specific aspects of the learning experience. You therefore need to use these guides complementally to one another.

Make this an enjoyable learning experience!

Context of Application ...

Primary Agriculture is a diverse sector and a wide range of commodities is being produced for both national and international market. Each commodity has its own production requirements and practices. You will be facilitating the learning process within a specific context where a specific agricultural commodity is being produced. The learning material has been written in a **generic** manner, as it is aimed to be available on national level and should be relevant to be applied within a variety of commodities. It is therefore inclusive of all agricultural commodities and crop in this field. Therefore, the examples that are being used in the materials may not always be applicable to your specific community, commodity, environment or region.

This presents you, the facilitator, with the challenge to **contextualise** the learning material. It is imperative that you, the Facilitator and Assessor interpret and present activities, case studies and projects related to the material in such a way that learners can easily identify and apply their knowledge within their own context. This will require from you to add examples of crop, which are applicable to the community or farm. Learners must be guided with examples from their own communities, commodities, environment or regions.

This should be done by complementing the learning material with:

- Examples relevant to the commodity,
- Including commodity specific requirements,
- Including operating procedures of the farm,
- Including agricultural practice specific requirements,
- Agricultural markets,
- Guiding learners to write these specifics down in the learning guide, etc.

The contextualisation of the learning material is a very important step in preparing for and facilitating the learning experience and enough time and effort should be put into this exercise.

According to the qualifications mentioned on page 2, this module could be contextualised to fit the following groups of commodities:

Plant Production	Animal Production	
<ul style="list-style-type: none"> • Organic production, • Hydroponic production, • Perma-culture production, • Agronomy, • Horticulture, • Natural resources harvesting. 	<ul style="list-style-type: none"> • Small stock production, • Large stock production, • Dairy production, • Pig production, • Poultry production, • Game, • Aqua / mari culture, • Commercial insects • Animal fibres harvesting, • Bee keeping, 	<ul style="list-style-type: none"> • Natural resources harvesting, • Organic production, • Perma-culture production, • Eco/Agri Tourism, • Agro Chemicals, • Horse Breeding, • Etc.

How to use this guide ...

Throughout the guide information is given specifically aimed at you, the facilitator, to **assist** in the actual presentation of the learning material and/or facilitation of the learning process. Although this guide contains all the information required for attaining competency in this unit standard, references to additional resources, both printed and electronic, are provided for additional reference by the facilitator and further study by the learner.

Please note that the purpose of this information is merely to **guide** you, the facilitator, and is provided as a suggestion of possibilities. It remains the responsibility of every facilitator to re-assess the learner/s in each learning situation throughout the learning process in order to stay in touch with their specific learning needs. This should be the determining factor in the choice of the learning approach to follow.

Use the different boxes listed below for identification purposes:



Instructions regarding **activities**, whether group or individual activities will be described in this box.



Facilitators' Tip ...

My Notes ...

You can use this box for your own notes/comments.

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What & How will you be Facilitating?

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The Learning Experience...

On completion of this module, the learners will be able to

Learners will specifically be able to:

- ◆ Observe, record and report behaviour and physical attributes.
- ◆ Evaluate animal behaviour and attributes regarding abnormalities.
- ◆ Move animals to and into a holding facility.
- ◆ Restrain animals in a restraint facility.

Learners will also gain basic knowledge of:

- ◆ The names and functions of the various animals.
- ◆ Diseases and abnormalities.
- ◆ Symptoms relating to animal health.
- ◆ Rules and codes of conduct relating to the movement, handling and observation of animals.
- ◆ The ability to handle animals confidently, safely and humanely.
- ◆ Recording procedure.
- ◆ Simple report writing skills.
- ◆ Animal retention infrastructure control and maintenance skills.

Learning Assumed to be in Place:

- ◆ It is assumed that a learner attempting this unit standard will show competence against the following unit standards or equivalent:



Remember to do a diagnostic assessment of the learner's prior learning and ensure that they are starting at the correct level.

My Notes ...

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Learning Program Time Frames

	Total time allocated (hours)	Theoretical learning time allocated (hours)	Practical learning time allocated (hours)	Activities to be completed
Complete Program (including summative assessment)	50	20 hours 30 minutes	29 hours 30 minutes	
Learner Orientation and "Ice Breaker"	30 minutes	15 minutes	15 minutes	
Purpose, Introduction and Learner Directions	30 minutes	15 minutes	15 minutes	
Session 1	12 hours	5 hours	7 hours	1
Session 2	14 hours	6 hours	8 hours	2 & 3
Session 3	10 hours	4 hours	6 hours	4 & 5
Session 4	10 hours	3 hours 30minutes	6 hours 30 minutes	6 & 7
Preparation for Assessment & revision	2 hours	1 hour	1 hour	
Assessment per learner	1 hour	30 minutes	30 minutes	

My Notes ...

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Tips for level of learning



Remember the following before you get started:

Typically, a learning programme leading to the award of a qualification or unit standards at this level should develop learners who demonstrate ability to:-

- Work and learn in a disciplined manner in a well-structured and supervised environment.
- Manage their time effectively.
- Develop sound working relationships and an ability to work effectively as part of a group.
- Express an opinion on given information clearly in spoken and written form.
- Collect, organise and report information clearly and accurately.
- Use their knowledge to select and apply known solutions to well-defined routine problems.
- Use a variety of common tools and instruments; apply literacy and numeracy skills to a range of different but familiar contexts.
- Understand the environment within which he/she operates in a wider context.
- Gain knowledge of one or more areas or fields of study, in addition to the fundamental areas of study.

Facilitator's Checklist & Training Aids

Learner support strategies:
<p>Learners are supplied with all resources and aids as required by the programme – including:</p> <ul style="list-style-type: none"> ▪ Objects & devices such as equipment, protective clothing, and safety gear, etc. ▪ Learner Guides and Learner Workbook ▪ Visual aids, etc.

Use this checklist below during your preparation to ensure that you have all the equipment, documents and training aids for a successful session.

Preparation:	Yes	No
Qualification Knowledge – I have familiarised myself with the content of the applicable qualification		
Unit Standard Knowledge – I have familiarised myself with the content of all aspects of the applicable unit standard		
Content Knowledge – I have sufficient knowledge of the content to enable me to facilitate with ease		
Application knowledge – I understand the programme matrix & have prepared for programme delivery accordingly		
Contextualisation – I have included information which is specific to the commodity and practices related to the commodity		

Ability to respond to learners background & experience – I have studied the learner demographics, age group, experience & circumstances & prepared for programme delivery accordingly		
Enthusiasm & Commitment – I am passionate about my subject & have prepared my programme delivery to create a motivating environment with real commitment to success		
Enterprise knowledge – I know & understand the values, ethics, vision & mission of the workplace & have prepared my programme delivery, reporting & administrative tasks accordingly.		
Equipment check:		
Learner guides x 1 per learner		
Assessment guides x 1 per learner		
Writing materials & stationary (facilitator & learner)		
White board & pens		
Flip chart paper		
Proxima projector & screen		
Laptop & programme disk		
Sample Hand-outs and examples of laws and other relevant documents		
Safety gear as prescribed by unit standard and applicable legislation		
Documentation checklist:		
Attendance Register		
Course Evaluation		
Learner Course Evaluation		
Portfolios of evidence		

My Notes ...

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Contextualisation of Content!

Go through this module and indicate what specific **information** / **activities** / **examples** should be included in this module?

Contextualisation	
<ul style="list-style-type: none"> ▪ Commodity specific? 	
<ul style="list-style-type: none"> ▪ Operating procedures of the farm? 	
<ul style="list-style-type: none"> ▪ Agricultural practices? 	
<ul style="list-style-type: none"> ▪ Agricultural markets? 	

Session

1 Select tools and perform activities

Learner Guide:
Page 7

After completing this session, the learner should be able to:
SO 1: Select the appropriate tools, implements and/or equipment, from a limited range, to use in a specified combination of activities within a single agricultural process.

Concept (SO 1)	Time frame	Activities related to the concept
<ol style="list-style-type: none"> The appropriate tools, implements and/or equipment are selected. The reasons for the selection of tools, implements and/or equipment are given. Possible combinations of tools, implements and/or equipment to execute a specific task are explained 	12 hours	Activity 1



Please allow learners to complete Activity 1 in their workbooks

Type of activity	Resources
Select a process and describe.	Worksheets, Pens
Instructions to give to the learners	
Go to the farm where you are doing your practical, select a process like the examples in this session and describe it in relation to the following criteria <ol style="list-style-type: none"> The tools, equipment and machinery involved Features of each tool making it efficient for its purpose Describe the possible combinations of use of these tools to achieve the best results of the process 	

Session

2

Monitor the good working order of tools, implements & machinery

Learner Guide:
Page 18

After completing this session, the learner should be able to:
SO 2: Monitor the good working order and perform minor repairs to the use of tools, implements and/or equipment.

Concept (SO 2)	Time frame	Activities related to the concept
<ol style="list-style-type: none"> 1. The malfunction of tools, implements and/or equipment is recognised. 2. The cause of the malfunction is correctly identified. 3. The appropriate action to prevent further damage (e.g. switching off a machine) is taken. 4. The appropriate action to restore good working order is identified. 5. Tools, equipment and/or implements are used correctly. Measures to prevent damage to tools, equipment and/or implements are explained. 7. Repair and maintenance requirements are reported to the appropriate person. 	<p>14 hours</p>	<p>Activity 2 & 3</p>



Please allow learners to complete Activity 2 & 3 in their workbooks

Type of activity	Resources
Describe and demonstrate.	Worksheets, Pens.
Instructions to give to the learners	
<p>Activity 2 Describe the correct procedure to follow when the tool, equipment or implement malfunctions. This answer needs to cover all the steps up to the point where the tool, equipment or machine is back in excellent working order.</p> <p>Activity 3 The candidate must demonstrate the ability to apply the necessary safety measures in the use of agricultural equipment. This observation can take place during the spraying activity.</p>	

Session

3

Maintain & store tools, implements, equipment and/or machinery

Learner Guide:
Page 24

After completing this session, the learner should be able to:
SO 3: Maintain and store tools, implements, equipment and/or machinery according to specifications.

Concept (SO 3)	Time frame	Activities related to the concept
<p>1. Tools, implements and equipment are stored according to specifications. The purpose of a maintenance schedule is described. The requirements for applying a maintenance schedule are identified.</p>	<p>10 hours</p>	<p>Activity 4 & 5</p>



Please allow learners to complete Activity 4 & 5 in their workbooks

Type of activity	Resources
Describe and demonstrate	Worksheets, Pens
Instructions to give to the learners	
<p>Activity 4 Describe correct storage of the tool, implement or machine that you are responsible for and describe the purpose of the maintenance schedule and the requirements for applying a maintenance schedule.</p> <p>Activity 5 The candidate must demonstrate the ability to maintain and store equipment according to specifications.</p>	

My Notes ...

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4 Explain and apply necessary safety measures.

Session

Learner Guide: Page 31	<i>After completing this session, the learner should be able to:</i> SO : Explain and apply the necessary safety measures in the use of agricultural tools, equipment and/or implements.
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Concept (SO 1)	Time frame	Activities related to the concept
<ol style="list-style-type: none"> 1. Tools, implements and/or equipment are used safely. The safety procedures applicable to the use and handling of fuel, agro-chemicals, equipment and implements are described. 3. The safe use of machinery is described. The contents of the NOSA Act are summarised. 4. The appropriate protective clothing required for the safe use of equipment are selected and used. 5. The safe use of machinery is described. 6. The contents of the NOSA Act are summarized. The appropriate protective clothing required for the safe use of equipment are selected and used. 	10 hours	Activity 6 & 7



Please allow learners to complete Activity 6 & 7 in their workbooks

Type of activity	Resources
Describe and make a summery.	Worksheets, Pens.
Instructions to give to the learners	
Activity 6 Detail in summary form the contents of the NOSA act	
Activity 7 Describe the safe use of machinery.	

What will I do differently next time?

Take some time to **reflect** on your own activities as facilitator of this Unit Standard. Then write down five of the most important lessons you have learnt and include a motivation:

What will I do differently next time?	Motivate how or why (Give examples, reasons, etc.)
1.	
2.	
3.	
4.	
5.	

As facilitator, you have hands on experience in the application of the unit standard. And you might experience difficulties with the unit standard that the developers did not anticipate. Also, the unit standard will be revised at the end of the registration period. Your comments below can be an important contribution in the revision process and should be brought to the attention of either the AgriSETA ETQA manager or the SGB chairperson.

Please take some time to reflect on your experience and list a few of the difficulties you had to address.

Difficulties I had with the Unit Standard	Recommended Changes to Address the Difficulty
6.	
7.	
8.	
9.	
10.	