



NQF Level: 2

US No: 116081

Facilitator Guide

Primary Agriculture

Enterprise Selection and Planning.



Facilitator:

Company:

Commodity: Date:

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agriculture

Department:
Agriculture
REPUBLIC OF SOUTH AFRICA



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:	Identify and Recognize Factors Influencing Agricultural Enterprise Selection		
US No:	116081	NQF Level:	2
		Credits:	2

This 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 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 Mixed Farming Systems	48977	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 three guides, namely the Learner Guide (with activities), 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?

The Learning Experience	6
Learning Program Time Frames	7
Technical Program Specifications.....	7
Tips for level of learning	8
Facilitator’s Checklist & Training Aids	8
Contextualisation of Content!	9
Session 1: Natural Resources required for the Selection of an Enterprise.....	10
Learner guide page 9	
Session 2: Infrastructure Requirements for an Enterprise.....	12
Learner guide page 24	
Session 3: Stock required for an Enterprise	13
Learner guide page 38	
Session 4: Production Cycles	15
Learner guide page 44	
Session 5: Harvest Practices	16
Learner guide page 49	
Session 6: Post-harvest Practices	18
Learner guide page 58	
What will I do differently next time?	19

The Learning Experience...

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

- ◆ Demonstrate an understanding of the importance of the principles and factors influencing enterprise selection.
- ◆ Apply business principles in enterprise selection
- ◆ Incorporate this understanding into existing farming activities.

Learners will also gain basic knowledge of:

- ◆ Soil and water sampling techniques.
- ◆ Water provision and quality.
- ◆ Climatic conditions.
- ◆ Vegetation and topography.
- ◆ Infrastructure.
- ◆ Stock Needs.
- ◆ Production cycles.
- ◆ Harvesting practice within enterprise selection.
- ◆ Communication skills.
- ◆ Numeracy skills and keeping records.
- ◆ Farming processes and

Learning Assumed to be in Place:

It is assumed that the learner has successfully completed the unit standards listed below:

- ◆ *NQF Level 1; 116158; Apply basic agricultural enterprise selection principles (crop selection, site selection, etc.)*



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)	20 hours	9 hours	11 hours	8
Learner Orientation and "Ice Breaker"	30 minutes	15 minutes	15 minutes	n/a
Purpose, Introduction and Learner Directions	30 minutes	15 minutes	15 minutes	n/a
Introduction to Citrus Production	45 minutes	30 minutes	15 minutes	n/a
Session 1	2.5 hours	1.5 hours	1 hour	1
Session 2	2.5 hours	1.5 hours	1 hour	2
Session 3	2.5 hours	1 hour	1.5 hours	3
Session 4	2.5 hours	1 hour	1.5 hours	4
Session 5	3.15 hours	1 hour	2.15 hours	5
Session 6	2.5 hours	1.5 hours	1 hour	6
Preparation for Assessment & revision	2.5 hours	30 minutes	2hours	n/a

Tips for the Facilitator



- A typical level 2 learner might be exposed to the working world for only a short time.
- Explain concepts and define words in a simple, clear and concise method throughout the learning program to help the learner where possible.
- Take special care to facilitate for ALL learners. Allow them opportunities to share experiences, prior knowledge, translate into their mother tongue for each other and enjoy the learning process.
- The examples given in this resource guide might be for a different geographical area or commodity to what the learner is exposed to. Please adapt your examples according to the learning context.
- Please use it and supply whatever resources you might have in short supply at your venue of learning.

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 level 2 should develop learners who demonstrate an 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:

Learners are supplied with all resources and aids as required by the programme – including:

- Objects & devices such as equipment, protective clothing, 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		

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

Natural Resources required for the selection of an Enterprise

Learner Guide:
Page 9

After completing this session, the learner should be able to:

SO 1: Name and recognise natural resources required for the selection of the relevant enterprise

Concept (SO 1)	Time frame	Activities related to the concept
Soils and their potential are identified.	2.5 hours	Activity 1
Quality water must be identified and provided from a source.		
Climate conditions are recognised and described.		
Abnormal climatic conditions and risks are recognised and recorded.		
Vegetation type is qualified and recognised.		
The role of topography is understood.		



- Make sure that learners understand that farming is an enterprise and that planning the various aspects of the business will determine its success.
- Learners should be made aware of what a market is and how market demand influences the farming business and choice of crop.
- Be alert to learners who might be under the impression that the "market" is the place where wholesale products are sold rather than the destined exchange group.
- Spend time in exploring the success rate of the production crop in the local area due to the characteristics of the crop and what it requires. Explore the concept of "planting the wrong crop here will lead to failure or loss".
- It is recommended that learners explore their practical farming environment to determine which natural resources are found and how they impact the production. A "homework" task can be given to different groups to bring samples of the natural resources found and discuss it in the class in terms of its properties and how it impacts the production.
- Explain the concept of "soil fertility" easily by showing different soil samples with different colour and organic content. Then explain how the fertility of the soil differs and how the crop will be influenced by the soil.



- Revise why water is essential then discuss how to determine the available water to the production.
- Revise soil characteristics by means of physical examples. Be sure to explore how different soil characteristics determine the success or failure of the crop. It would be a good idea to allow learners an opportunity to collect a minimum of five types of soil from the immediate environment. This is an energising activity and allows learners to become more interested in the actual environment around them.
- If possible, show physical examples or pictures of soil erosion. Be certain that learners understand that soil erosion decreases usable soil for the production which will reduce the productivity and profitability of the enterprise in the long run.
- Revise why plants require water and that the quality of the water is important for the crop. Then discuss where water comes from, i.e. the water source.
- Assure that learners can distinguish between climate and weather and understand how these influence the choice of crop. Allow a group discussion or debate surrounding different extremes and climates vs. crop choice. Allow an opportunity to explore sub-tropical fruit vs. fruit requiring dormancy and cold units.
- Revise the concept of indigenous vs. invasive species and then discuss how it would impact the establishment of a farm.
- Revise the concept of topography and how one would decide to plant crops in a specific area or not.



Please allow learners to complete Activity 1 in their Learner Guides

Type of activity	Resources
1. Individual Activity	Learner guide, Stationary. Assure that learners have access to an expert and that they know to gain knowledge for the specific questions asked.
Instructions to give to the learners	
As per instructions in the Learner guide.	

My Notes ...

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2 Infrastructure Requirements for an Enterprise

Session

Learner Guide:
Page 25

After completing this session, the learner should be able to:

SO 2: Describe and recognise infrastructure requirements for the selection of the relevant enterprise.

Concept (SO 2)	Time frame	Activities related to the concept
Infrastructure required is identified and described for the relevant enterprise.	2.5 hours	Activity 2
The role and function of infrastructure is identified and recognised for the relevant enterprise.		
Abnormalities regarding infrastructure are recognised and described.		
The most suitable sites for erection of infrastructure are described.		

Tips for the Facilitator



- Be alert to learners who struggle to distinguish between infrastructure and structure. Revise the classifications and why infrastructure is required for a business.
- A good technique is to give learners a scenario where two farms are located in different parts of the country. Exactly the same farm, same soil, same structures, same climate but all that varies is the infrastructure e.g. there are no roads or harbours and electrical supply is poor. Then ask the learners to explain how the poor infrastructure will influence the planning for the enterprise.



Please allow learners to complete Activity 2 in their Learner Guides

Type of activity	Resources
2. Group Discussion and recording.	Map marked out with numbers referring to appropriate infrastructure, Learner Guide.
Instructions to give to the learners	
As per instruction in the Learner guide.	

Session

3 Stock required for the Enterprise

Learner Guide:
Page 35

After completing this session, the learner should be able to:
SO 3: Identify and recognise stock required for the relevant enterprise.

Concept (SO 3)	Time frame	Activities related to the concept
Special characteristics within the enterprise are identified.	2.5 hours	Activity 3
Different characteristics of various livestock and crops are described.		
Basic needs of farm livestock and crops are recognised and described.		
Suitable resources must be identified for the specific farm enterprise.		



- Facilitation of this section would be eased by emphasis on interpreting and explaining cultivar choices and planting considerations of production farming for the local area. Highlight good choice vs. Poor choice and what impact this would have if you had to make a decision to buy or develop a farm of this nature. It might be a good idea to bring samples and pictures to class or to allow learners an opportunity to view different samples and hold a discussion with a mentor or SME on the matter.
- Also mention alternatives for other regions, but emphasise that there are many different options available. Finally, ensure that learners are made aware of information resources and how to access expert advice on this point, via organisations such as CRI.
- Explore as many required stock items as possible in this section. Also be open to discussing other stocks that come up through learner’s suggestions and personal experience, but be sure to keep referring back to “agricultural inputs”. Pay special attention to tools, equipment, fertilisers and agro-chemicals.
- Revise the concept of maintenance and why maintenance contributes to profitability of an agri-business. Have a brief discussion about routine maintenance and the equipment and parts required for this. A good technique would be to ask learners to role-play and simulate possible injury scenarios that could occur during use of poorly maintained equipment, taking into account the financial consequences for the farm.

4 Production Cycles

Session

Learner Guide:
Page 41

After completing this session, the learner should be able to:

SO 4: Recognize and describe production cycles within the relevant enterprise.

Concept (SO 4)	Time frame	Activities related to the concept
The production cycle must be recognised, monitored and observed	2.5 hours	Activity 4
Observations regarding the production cycle must be reported to the supervisor.		
The necessary records must be kept relating to the enterprise on the farm.		
Marketing aspects impacting on production are identified.		

Tips for the Facilitator



- Revise how reporting and recording works and who the role players are. Then explore how to report on specific processes within the enterprise and why this would be a consideration in enterprise planning.
- Revise the concept of marketing and how it contributes to successful sales of the crop and profitability of the enterprise.



Please allow learners to complete Activity 4 in their Learner Guides

Type of activity	Resources
4. Group Activity.	Learner guide, Stationery.
Instructions to give to the learners	
As per instruction in the Learner guide.	

Session 5 Harvest Practices

Learner Guide:
Page 46

After completing this session, the learner should be able to:
SO 5: Identify and recognize harvest practices within the relevant enterprise.

Concept (SO 5)	Time frame	Activities related to the concept
The basic requirements for successful harvesting are described.	3.15 hours	Activity 5
Harvest practices are described.		
Good health and hygiene principles are applied		
Quality standards relevant to the product are applied.		

Tips for the Facilitator



- Cover as many aspects of harvest preparation and management as possible in this section. Discuss why these are done in an agri-business and how these decisions can improve or harm the business.
- It is recommended that a class discussion is lead in which learners discuss their personal experience with harvest practices and explore why these are done in a specific way or what improvements can be made.
- Remember to explore GAP systems as well as concepts of quality vs. marketability and how each worker can contribute during the application of the correct harvest principles and procedures.
- Discuss the role of health, hygiene and food safety and why it is of consideration to an agri-business as well as how it contributes to the success rate of the business. Relate the set up and maintenance of suitable enterprise infrastructure that will ensure and measure the impact of these systems. Remember to mention GAP systems and their impact on quality and marketability vs. procedures related to correct post-harvest practices.
- It is recommended that the concept of "quality" and how it affects the price of the crop first be revised. Then discuss quality standards and systems according to those applicable to the learners in their environment. A good technique would be to supply learner groups with pictures of various quality products. Then allow learner groups the opportunity to set up shop, i.e. to explore what price can be charged, who the market would be, and what consequences would follow.

6 Post-harvest Practices

Session

**Learner
Guide:
Page 54**

After completing this session, the learner should be able to:

SO 6: Describe and recognize post-harvest practices within relevant enterprise.

Concept (SO 6)	Time frame	Activities related to the concept
Basic requirements for successful post harvesting practices are described.	2.5 hours	Activity 6
Post harvest practices are described.		
Good health and hygiene principles are applied.		
Quality standards relevant to the product are applied.		

Tips for the Facilitator



- Post-harvest practices differ between areas and according to facilities available on or near the farm. Relate post-harvest practices to those applicable to the learners and the environment they are exposed to.
- Ensure that post-harvest practices are discussed along the ways in which it influences the enterprise, its profitability and its place in the market.
- All learners might not be familiar with pack house practices. Use practical examples and pictures or footage to explain the concepts and practices. Ensure that learners understand how an external factor such as packing could impact the enterprise and its profitability and how the enterprise needs to adhere to pack house requirements.



Please allow learners to complete Activity 6 in their Learner Guides

Type of activity	Resources
6. Group Activity	Learner Workbook, Stationery, Assure that learners have access to an expert to interview and that they understand that the objective of the interview is to obtain answers to the questions in the activity.
Instructions to give to the learners	
As per instructions in the Learner guide.	

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
1.	
2.	
3.	
4.	
5.	