



NQF Level: 2

US No: 116113

# Facilitator Guide

## Primary Agriculture

### Principles of human resources management and practices in agriculture



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:

<b>Title:</b>	Principles of human resources management and practices in agriculture		
<b>US No:</b>	<b>116113</b>	<b>NQF Level:</b>	<b>2</b>
		<b>Credits:</b>	<b>2</b>

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

# 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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# Learning Program Time Frames

	Total time allocated (hours)	Theoretical learning time allocated (hours)	Practical learning time allocated (hours)	Activities to be completed
<b>Complete Program (including summative assessment)</b>	20 hours	10 hours	10 hours	7
<b>Learner Orientation and "Ice Breaker"</b>	1 hour	30 minutes	30 minutes	N/a
<b>Purpose, Introduction and Learner Directions</b>	1 hour	30 minutes	30 minutes	-
<b>Session 1</b>	4 hours	2 hours	2 hours	1
<b>Session 2</b>	4 hours	2 hours	2 hours	2 and 3
<b>Session 3</b>	4 hours	2 hours	2 hours	4 and 5
<b>Session 3</b>	4 hours	2 hours	2 hours	6 and 7
<b>Preparation for Assessment &amp; revision</b>	2 hours	1 hour	1 hour	N/a

## My Notes ...

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# 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
<b>Qualification Knowledge</b> – I have familiarised myself with the content of the applicable qualification		
<b>Unit Standard Knowledge</b> – I have familiarised myself with the content of all aspects of the applicable unit standard		
<b>Content Knowledge</b> – I have sufficient knowledge of the content to enable me to facilitate with ease		
<b>Application knowledge</b> – I understand the programme matrix & have prepared for programme delivery accordingly		
<b>Contextualisation</b> – I have included information which is specific to the commodity and practices related to the commodity		
<b>Ability to respond to learners background &amp; experience</b> – I have studied the learner demographics, age group, experience & circumstances & prepared for programme delivery accordingly		
<b>Enthusiasm &amp; Commitment</b> – I am passionate about my subject & have prepared my programme delivery to create a motivating environment with real commitment to success		
<b>Enterprise knowledge</b> – 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		
<b>Documentation checklist:</b>		
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"> <li>Commodity specific?</li> </ul>	
<ul style="list-style-type: none"> <li>Operating procedures of the farm?</li> </ul>	
<ul style="list-style-type: none"> <li>Agricultural practices?</li> </ul>	
<ul style="list-style-type: none"> <li>Agricultural markets?</li> </ul>	

Session

1

# Establish a basic understanding of the farm's human resources policy.

**Learner Guide:  
Page 7**

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

**SO 1:** Demonstrate an awareness and basic understanding of the farm's Human Resources policy with specific reference to rules and procedures.

Concept (SO 1 AC 1-3)	Time frame	Activities related to the concept
An understanding of disciplinary rules and grievance procedures at farm level is demonstrated.	<b>4 hours</b>	<b>Activity 1</b>
An understanding of the value of a human resource policy and that access to it is known and demonstrated		
The implication(s) of non-compliance of company rules and procedures are explained.		



**Please allow learners to complete Activity 1 in their Learner Guides**

Type of activity	Resources
Group activity	Learner Guide, Stationary
Instructions to give to the learners	
As per instructions in Learner Guide	

**My Notes ...**

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**Session**

# 2 Explain and identify labour legislation applicable to the workplace

**Learner  
Guide:  
Page 12**

*After completing this session, the learner should be able to:*  
**SO 2:** Explain and identify labour legislation applicable at the work situation.

Concept (SO 2 AC 1-3)	Time frame	Activities related to the concept
An understanding is demonstrated of labour legislation relevant and applicable at the workplace with specific reference to working hours, remuneration, safety, holidays, etc.	<b>4 hours</b>	<b>Activity 2 and 3</b>
An understanding is demonstrated of the implication(s) of not complying with labour legislation.		
An ability is demonstrated to explain Employment rights and responsibilities.		



**Please allow learners to complete Activity 2 and 3 in their Learner Guides**

Type of activity	Resources
2. Group activity	Learner Guide, Stationery
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	
Type of activity	Resources
3. Group activity	Learner Guide, Stationery
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	

Session

# 3 Understand contracts and agreements applicable to your workplace

**Learner  
Guide:  
Page 20**

*After completing this session, the learner should be able to:*  
**SO 3:** Explain and interpret contracts and agreements applicable at the workplace.

Concept (SO 3 AC 1-5)	Time frame	Activities related to the concept
An understanding is demonstrated of the need for job descriptions and the contents of it.	<b>4 hours</b>	<b>Activity 4 and 5</b>
An understanding is demonstrated of the value of a contract - should be able to explain it and interpret it.		
An understanding is demonstrated of the need for performance agreements and the functioning of such a system.		
An understanding is demonstrated of the need for personnel evaluation and the evaluation process.		
An understanding and awareness of all other Agreements relevant to the work situation is demonstrated.		



**Please allow learners to complete Activity 4 and 5 in their Learner Guides**

Type of activity	Resources
4. Group activity	Learner Guide, Stationery
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	
Type of activity	Resources
5. Group activity	Learner Guide, Stationery
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	

Session

# 4 Explain and adhere to health and safety rules and practices

Learner Guide:  
Page 27

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

**SO 4:** Explain and adhere to health and safety rules and practices.

Concept (SO 4 AC 1-4)	Time frame	Activities related to the concept
An understanding of the need and value of Health and Safety rules and procedures is demonstrated.	<b>4 hours</b>	<b>Activity 6 and 7</b>
An awareness of the location of safety equipment is demonstrated.		
An awareness of the importance of the periodical checking of safety equipment is demonstrated.		
Personal hygiene practices are identified, described and interpreted.		



**Please allow learners to complete Activity 6 and 7 in their Learner Guides**

Type of activity	Resources
6. Group activity	Learner Guide, Stationery
<b>Instructions to give to the learners</b>	
As per instructions in Learner Guide	
Type of activity	Resources
7. Group activity	Learner Guide, Stationery
<b>Instructions to give to the learners</b>	
As per instructions in 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
6.	
7.	
8.	
9.	
10.	