



NQF Level: 2

US No: 116122

Facilitator Guide

Primary Agriculture

Control inputs and stock in agribusiness



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: Control inputs and stock in agribusiness
US No: 116122 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.

What & How will you be Facilitating?

The Learning Experience	6
Learning Program Time Frames	7
Tips for level of learning	7
Facilitator’s Checklist & Training Aids	8
Contextualisation of Content!	9
Session 1: Planning and procedures.....	10
Learner Guide page 8	
Session 2: Record keeping.....	12
Learner Guide page 28	
Session 3: Identify legislation regarding different inputs.....	13
Learner Guide page 38	
Session 4: Safety regulations.....	14
Learner Guide page 45	
What will I do differently next time?.....	15

The Learning Experience...

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

- ◆ Apply basic skills in record keeping, storage, contaminant management and associated legislation when controlling input and stock.
- ◆ Extend learning and practice into other areas of agribusiness.
- ◆ Understand the importance of the application of business principles in agricultural production with specific reference to inputs, resources and sourcing.
- ◆ Operate farming practices as businesses and will gain the knowledge and skills to move from a subsistence orientation to an economic orientation in agriculture.

Learners will specifically be able to:

- ◆ Plan to receive inputs into a store at the appropriate time.
- ◆ Keep accurate records and manage stock.
- ◆ Identify legislation regarding different inputs.
- ◆ Observe safety regulations.

Learners will also gain basic knowledge of:

- ◆ The names and functions of attributes of stock control systems.
- ◆ The names and attributes of the items kept in stock.
- ◆ Sensory cues related to the management of stock, stock levels and emergency situations.
- ◆ Pictograms.
- ◆ The purpose of managing stock.
- ◆ Categories for various stock items and the compatibility or otherwise of various stock items.
- ◆ All relevant legislations related to stock management and chemicals.
- ◆ Emergency procedure management such as First Aid and AVCASA.

Learning Assumed to be in Place:

- ◆ It is expected of the learner attempting this unit standard to demonstrate competence against the unit standard:
- ◆ NQF 1: Handle inputs and stock in agribusiness.



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

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	5 Activities
Learner Orientation and "Ice Breaker"	1 hour	1 hour		
Purpose, Introduction and Learner Directions	1 hour	1 hour		-
Session 1	6 hours	2 hours	4 hours	1 & 2
Session 2	3 hours	1 hour	2 hours	3
Session 3	3 hours	1 hour	2 hours	4
Session 4	3 hours	1 hour	2 hours	5
Preparation for Assessment & revision	3 hours	2 hours	1 hour	

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:
<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, 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 Planning and procedures

Learner Guide:
Page 8

After completing this session, the learner should be able to:
SO 1: Plan to receive inputs into a store at the appropriate time

Concept (SO 1)	Time frame	Activities related to the concept
Appropriate cleaning materials for specific items are identified.	6 hours	Activity 1 & 2
Disinfection techniques for storerooms are demonstrated.		
Basic procedures for classification of stock are explained.		
Appropriate cleaning methods for various situations are selected.		
The appropriate use of storage space is demonstrated.		
The ability to identify possible sources of contamination is demonstrated.		

Tips for the Facilitator



Supply learners with all site and industry specific procedures and guidelines.

2 Record keeping

Session

Learner Guide:
Page 28

After completing this session, the learner should be able to:
SO 2: Keep accurate records and handle stock.

Concept (SO 2)	Time frame	Activities related to the concept
Requisition forms are filled in and interpreted	3 hours	Activity 3
Steps to be taken when receiving stock are explained.		
Re-order levels are identified.		
Stock levels are reported on through appropriate procedures		
Stock is prevented from running low		



Please allow learners to complete Activity 3 in their Learner Guides

Type of activity	Resources
3. Class exercise.	Learner Guide, site specific procedures and guidelines, oral instruction.
Instructions to give to the learners	
As per instructions in Learner Guide.	

Session

3 Identify legislation regarding different inputs

Learner Guide:
Page 38

After completing this session, the learner should be able to:
SO 3: Identify legislation regarding different inputs.

Concept (SO 3)	Time frame	Activities related to the concept
The rules and regulations pertaining to inputs are explained.	3 hours	Activity 4
The basic principles for classification of chemicals are explained.		
Contracts and penalties applicable in a breach of contract are explained.		



Please allow learners to complete Activity 4 in their Learner Guides

Type of activity	Resources
4. Class exercise.	Learner Guide, site specific procedures and guidelines, oral instruction.
Instructions to give to the learners	
As per instructions in Learner Guide.	

4 Safety regulations

Session

**Learner
Guide:
Page 45**

After completing this session, the learner should be able to:
SO 4: Observe safety regulations.

Concept (SO 4)	Time frame	Activities related to the concept
The Occupational Health and Safety Act as it applies to staff and inputs are explained.	3 hours	Activity 5
The common labelling techniques used in input handling are illustrated.		
The reason to adhere to different storage methods is explained.		
Storage methods for powders, granules and liquids are distinguished.		
The use of emergency facilities in the event of spills, contamination or exposure is identified and demonstrated.		



Please allow learners to complete Activity 5 in their Learner Guides

Type of activity	Resources
5. Class exercise.	Learner Guide; Site specific procedures and guidelines, Oral instruction.
Instructions to give to the learners	
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.	