



NQF Level: 2

US No: 116125

Facilitator Guide

Primary Agriculture

Crop protection application



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: Apply Crop Protection Products Effectively and Responsibly
US No: 116125 NQF Level: 2 Credits: 4

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?

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The Learning Experience...

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

- ◆ Apply agrochemical or crop protection products (CPP) products in a safe, effective and responsible manner with consideration to the environment.
- ◆ Deal with emergencies related to the use of agrochemicals.
- ◆ Gain an understanding of sustainable agricultural practices as applied in the animal, plant and mixed farming sub-fields.
- ◆ Participate in, undertake and plan farming practices with consideration for their environment.

Learners will specifically be able to:

- ◆ Implement a pre-application plan.
- ◆ Mix correct pest control products at correct dose rate.
- ◆ Apply pest control product to crop or farm animals.
- ◆ Take the necessary safety and health precautions whilst applying pest control products.
- ◆ Apply post-application procedures.
- ◆ Monitor and report on the process, problems and unusual occurrences to the supervisor.
- ◆ Deal appropriately and effectively with emergencies.

Learners will also gain basic knowledge of:

- ◆ Interpretation of pictograms, colour coding and symbols.
- ◆ Legal implications of misuse/ abuse i.e. off-label use.
- ◆ Potential hazards associated with agrochemicals.
- ◆ Cleaning and maintenance of equipment.
- ◆ General symptoms of poisoning.
- ◆ Impact of product on the environment, humans and other organisms.
- ◆ Basic storage principles and requirements.
- ◆ Principles and methods of mixing.
- ◆ Empty container and waste disposal.
- ◆ Emergency procedures.
- ◆ Legislation and Codes of Practice.
- ◆ First aid.
- ◆ Hygiene.
- ◆ Contamination.



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

Learning Assumed to be in Place:

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

- ◆ NQF Level 1 (ABET 4); Literacy and Numeracy.
- ◆ NQF Level 1; 116204; Recognise pests, diseases and weeds on crops.
- ◆ NQF Level 2 (E); 116065; Store and control agrochemical or CPP products effectively and responsibly.

Learning Program Time Frames

Process	Total Allocated Time	Theoretical Learning	Practical Learning	Activities
Complete Program (Including summative assessment)	30 hours	17 hours	13 hours	8
Learner Orientation and Ice Breaker	0.5 hour	0.5 hour		
Purpose, Introduction and Learner Directions	0.5 hour	0.5 hour		
Session 1	5 hours	2.5 hours	2.5 hours	1 & 2
Session 2	4 hours	2 hours	2 hours	3
Session 3	4 hours	2.5 hours	1.5 hours	4
Session 4	3.5 hours	2 hours	1.5 hours	5
Session 5	3 hours	2 hours	1 hour	6
Session 6	3.5 hours	2 hours	1.5 hours	7
Session 7	4 hours	2 hours	2 hours	8
Preparation for Assessment and revision	2 hours	1 hour	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:

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

- 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		

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 Implement a pre-application plan

Learner Guide:
Page 7

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

SO 1: Implement a pre-application plan.

Concept (SO 1)	Time frame	Activities related to the concept
Product is identified and available.	5 hours	Activity 1 & 2
Product expiry date is checked.		
Equipment and safety equipment is checked for good working condition and is available and prepared for use.		
Protective gear is available and in good working condition.		
Contact detail of emergency services is available.		
Animal handling facilities are prepared.		



Please allow learners to complete Activity 1 & 2 in their Learner Guides

Type of activity	Resources
1. Worksheet.	Learner Guide, stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
2. Interview an expert.	Learner Guide, stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	

Tips for the Facilitator



- If possible, show examples of crop protection programs and pre-application plans. Lead a class discussion regarding the design and purpose of these documents. Encourage learners to participate by sharing their knowledge and experience, and to ask questions.
- Show examples of insecticides, fungicides and herbicides that the learners are already familiar with, or that they will be working with in practice.
- Show the learners where the Product Identification information is located on an actual product label, and ensure that they understand why it is necessary to obtain this information about the product
- Call the attention of the learners specifically to the importance of PHI's, withholding periods and MRL's with regard to food safety. Stress that MRL's are prescribed by law and by export requirements.
- Where possible, use an actual crop protection program as example to indicate the required product and the required concentration of the product. Then lead a class discussion in which the following questions are asked:
 - Where will we find the product required?
 - How much of the product will we need?
 - Who will we request the product from?
 - What safety considerations are there when acquiring the product?
- Activity 1 – Worksheet: Encourage learners to obtain product labels or supply them with example labels for this activity. Encourage the learners to answer the activity individually and as per their own understanding of the information on the specific label that they are using.
- Remind learners to include the label in the POE for the assessor to mark against.
- If possible, arrange for a site visit or show examples of application equipment and application methods. While discussing the equipment, also discuss possible advantages or disadvantages of the equipment and why specific equipment will be selected for specific applications.
- Remind learners that there are health and safety risks to workers applying the chemicals as well as any other people and animals in the immediate environment where an application is being made.
- Alert learners to various safety signs and have learners simulate the correct clothing to wear under various conditions and as per instruction.
- Please ensure that local emergency procedures and contacts are listed and that all learners know whom to contact in case of different emergencies.
- Please spend sufficient time in working through a pre-application checklist with the learners and ensure that they understand where to obtain specific information required by the checklist.
- Note that the procedure for calculating the total amount of chemicals required is discussed in the next chapter. If necessary, this section can be left until after that section.
- The summary is an opportunity to check the progress that learners have made.
- Allow time for the learners to read through the summary and to gauge their own progress. Make sure that each and every learner gets and opportunity to ask questions.
- Activity 2 – Interview an Expert: Alert learners to the need to arrange time to interview an expert on the farms where they are completing their practical duties. Remind them to go to the interview prepared and alert to answers obtained as per the worksheet.

Session

2 Mixing pesticides

**Learner Guide:
Page 21**

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

SO 2: Mix correct pest or disease control products at correct dose rate

Concept (SO 2)	Time frame	Activities related to the concept
Colour codes, symbols and pictograms are interpreted correctly.	4 hours	Activity 3
Product is correctly mixed according to products instructions.		
Correct mixing procedure is applied.		
Correct and sufficient mixing apparatus is available and used.		
Correct storing apparatus is available and used.		
Correct and sufficient cleaning/sterilisation apparatus is available and used.		



Please allow learners to complete Activity 3 in their Learner Guides

Type of activity	Resources
Brainstorm – Worksheet.	Learner Guide; stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	

Tips for the Facilitator



- Please alert learners to the need to participate in at least 8 hours of practical application of agricultural chemicals during this session.
- Activities 5-7 (incorporated over Session 2, 3, 5) are all practical activities and it is recommended that learners first complete their practical duties before attempting to complete the practical activities.
- It is recommended that this section is discussed on site and while identifying all aspects related to safe handling of agricultural chemicals. Be on the lookout for specific warning signs or instructions on site.
- If at all possible, simulate the actual mixing of a chemical. If no chemicals can be obtained, use a household chemical such as detergent or ammonia, paying special attention to the identification of hazards before mixing starts, wearing correct protective clothing before mixing starts, mixing and measuring accurately.
- Approach the calculation of the amount of chemicals needed from a practical perspective with actual chemicals with which the learners work. Work through a few examples with the learners in which accurate calculations and measurements are made.
- Activity 3 – Brainstorm: Work through a pre-application checklist with the learners. Explain the concept of brainstorming to the learners and allow the groups to break away to complete the activity. Allow time for groups to report back and give commentary on other groups' approaches.
- Use the example of a household chemical again in explaining mixing procedures. Practice accuracy in measurement, correct sequence of mixing and correct mixing methods with the learners.
- Lead a class discussion in which all learners participate, share experiences and ask questions. Discuss the following:
 - Agrochemical storeroom design
 - Separating specific agrochemicals in the storeroom
 - Storing specific agrochemicals
 - Restrictions in agrochemical stores
 - Dangers in agrochemical stores
 - Reporting procedures of agrochemical stores
- If possible, hold this discussion while on site in an agrochemical storeroom.
- Learners may have been exposed to misconceptions and poor practices in terms of container disposal. Please spend sufficient time in explaining the reasons for specific disposal methods and the variations between different agrochemicals.
- Revise the need for personal hygiene and especially washing skin that has been exposed to chemicals, and for cleaning application equipment and protective clothing that is used when mixing and handling agrochemicals.
- The summary is an opportunity to check the progress that learners have made.
- Allow time for the learners to read through the summary and to gauge their own progress. Make sure that each and every learner gets an opportunity to ask questions.

My Notes ...

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3 Pesticide application

Session

**Learner
Guide:
Page 32**

After completing this session, the learner should be able to:
SO 3: Apply pest control product to crop or farm animals.

Concept (SO 3)	Time frame	Activities related to the concept
As allowed by weather conditions.	4 hours	Activity 4
Correct calibration parameters are adhered to.		
Application methods are according to product instructions.		
Protective gear is used correctly.		

Tips for the Facilitator



- Hold a general discussion in which the accuracy of agrochemical application is discussed under various weather conditions. Explain the impact of climatic conditions in as simple language as possible, such as that "chemical blows away" or "the chemical washes off".
- Please arrange for an on-site visit where an expert shows the accurate calibration of various types of application equipment.
- Bring along to class examples of discs and spinners and point out the differences in the different types. Locate them on the table that is provided in this section and explain how the spinners and discs would change the amount of spray material that is applied. Work through the example provided in this section and allow learners to complete a similar example in their groups.
- Protective gear has already been covered to some extent. Remind learners of the appropriate protective gear that has to be worn and how to wear it correctly.
- Where possible, visit a site where the various applications are performed or show video footage of the applications.
- The summary is an opportunity to check the progress that learners have made.
- Allow time for the learners to read through the summary and to gauge their own progress. Make sure that each and every learner gets an opportunity to ask questions.
- Activity 4 – Practical Task: Learners have to complete this activity individually and based on their practical experience. Remind learners to include signatures and dates of appropriate completion of the tasks.



Please allow learners to complete Activity 4 in their Learner Guides

Type of activity	Resources
Practical Task.	Learner Guide, stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	

My Notes ...

Dotted lines for writing notes.

Session

4 Health and safety during pesticide application

**Learner
Guide:
Page
4000**

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

SO 4: Take the necessary safety and health precautions whilst applying pest control products.

Concept (SO 4)	Time frame	Activities related to the concept
A full set of protective clothing/gear is worn correctly.	3.5 hours	Activity 5
Protective clothing/gear is in good working condition and state of repairs.		
Correct utilisation of protective clothing/gear is applied.		
No smoking, drinking, eating or under the influence of drugs takes place.		
Product is stored correctly.		
Waste and empty containers are disposed of correctly.		
Soil and water contamination is avoided.		
Application occurs under correct climate conditions.		
Unauthorised workers are prevented from coming into contact with chemicals.		
Rest of the worker community is informed of activity.		
Designated areas are used for mixing.		
Product is applied to targeted organisms only.		

Tips for the Facilitator



- Protective gear has already been discussed at length. Focus on the specific maintenance and cleaning of the various types of clothing.
- Revise the safety regulations involved in agrochemical handling and application. Remind learners of the reasons for these regulations and alert them to specifications in their immediate environment.
- All learners might not identify with environmental contamination risks that agrochemicals pose. Spend sufficient time in the explanation of how chemicals dissolve in water and affect soil and ground water.
- Restrictions have been discussed at length already. Alert learners to the reasons for these restrictions and the dangers of, for example, eating and drinking near agrochemicals to personal health.
- The summary is an opportunity to check the progress that learners have made.
- Allow time for the learners to read through the summary and to gauge their own progress. Make sure that each and every learner gets an opportunity to ask questions.
- Activity 5 – Practical Task: Learners have to complete this activity individually and based on their practical experience. Remind learners to include signatures and dates of appropriate completion of the tasks.



Please allow learners to complete Activity 5 in their Learner Guides

Type of activity	Resources
Practical task.	Learner Guide, stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	

My Notes ...

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5 Post application Procedures

Session

Learner Guide:
Page 47

After completing this session, the learner should be able to:
SO 5: Apply post-application procedures.

Concept (SO 5)	Time frame	Activities related to the concept
Apparatus is cleaned thoroughly.	3 hour	Activity 6
Waste products and empty containers are collected, cleaned and discarded.		
Empty containers are not used for other purposes.		
Protective gear is cleaned, maintained and stored correctly.		
Personal hygiene is applied.		

Tips for the Facilitator



- Start a class discussion in which all learners participate, share experiences and ask questions. Cover the following points:
- What happens after application to the equipment?
- What happens after application to the protective clothing?
- What happens to empty containers after application?
- What must a worker who applied chemicals do after application?
- Who has to be informed of what after application?
- The summary is an opportunity to check the progress that learners have made.
- Allow time for the learners to read through the summary and to gauge their own progress. Make sure that each and every learner gets an opportunity to ask questions.
- Activity 6 – Practical Task: Remind learners to answer this activity based on their own practical experience. Remind learners to include signatures and dates of appropriate completion of the tasks.

6 Reporting problems

Session

**Learner
Guide:
Page 51**

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

SO 6: Monitor and report on the process, problems and unusual occurrences to supervisor

Concept (SO 6)	Time frame	Activities related to the concept
Application process is monitored.	3.5 hours	Activity 7
Problems and unusual occurrences are reported to the supervisor.		

Tips for the Facilitator



- Lead a group discussion about monitoring of the application process and include all checks and follow-up procedures. Encourage learners to think from a worker's perspective and also from the perspective of someone in charge of the applications.
- Give groups scenarios of problems that might occur or that they have experienced and request that groups report back on handling these problems.
- The summary is an opportunity to check the progress that learners have made.
- Allow time for the learners to read through the summary and to gauge their own progress. Make sure that each and every learner gets an opportunity to ask questions.
- Activity 7 – Worksheet: Remind learners to base this on practical experience and to answer the worksheet as a self-evaluation activity, attempting to answer the worksheet with as little external assistance as possible.



Please allow learners to complete Activity 7 in their Learner Guides

Type of activity	Resources
Worksheet.	Learner Guide, stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	

7 Dealing with Emergencies

Session

**Learner
Guide:
Page 58**

After completing this session, the learner should be able to:
SO 7: Deal appropriately and effectively with emergencies.

Concept (SO 7)	Time frame	Activities related to the concept
Minor spills are contained, absorbed, collected and disposed of.	4 hours	Activity 8
In the case of human poisoning a medical doctor is contacted immediately.		
Supervisor is informed and requested to contact poison information centre to assess situation and advice on next step.		
Incident is reported to the supervisor.		

Tips for the Facilitator



- Most learners will not identify with incident reports at this level. It is thus important to show examples of incident reports, explain who is responsible for these reports and why they have to be filled in.
- The summary is an opportunity to check the progress that learners have made.
- Allow time for the learners to read through the summary and to gauge their own progress. Make sure that each and every learner gets an opportunity to ask questions.
- Activity 8 – Group Activity and Role Play: Divide the class into three groups, assigning each group a specific emergency situation to consider and prepare appropriate reactions and procedures as a role-play. Encourage all learners to participate and allow time for groups to perform the role-plays and comment on each other's approaches.



Please allow learners to complete Activity 8 in their Learner Guides

Type of activity	Resources
Group activity – Role play.	Learner Guide, stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	

My Notes ...

A large rectangular area containing horizontal dotted lines for taking notes.

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.	