



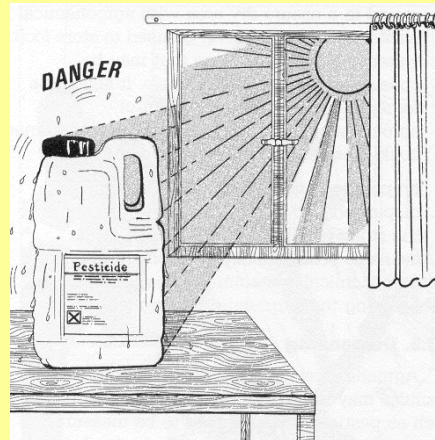
NQF Level: 1

US No: 116163

Facilitator Guide

Primary Agriculture

Handle inputs & stock in Agri-business



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: Handle inputs & stock in Agri-business
US No: 116163 NQF Level: 1 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 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	48970	1	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48971	1	120	<input type="checkbox"/>
National Certificate in Pant Production	48972	1	120	<input type="checkbox"/>

Please mark the learning program the learners are enrolled in:

Are you facilitating 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.

Please note; that the choice of activities to be completed by the learner/s is left to the discretion of the facilitator.

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 suitable 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 supplementary to the learning material:

- 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 to jot down questions you might have, words that you do not understand, instructions given by the facilitator or explanations given by the facilitator or any other remarks that will help you to understand the work better.

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What & How will you be Facilitating?

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The Learning Experience...

When learners have achieved this unit standard, they should be able to:-

- ◆ Demonstrate a basic understanding of record keeping, storage and reporting appropriately on inputs and resources for agribusiness. In addition they will be well positioned to extend their learning and practice into other areas of agri-business in order to farm more professionally.
- ◆ Gain an understanding of sustainable agricultural practices as applied in the animal-, plant and mixed farming sub fields. This unit standard focuses on the application of inputs, resources and sourcing in primary agriculture.
- ◆ Participate in, undertake and plan farming practices with knowledge of their environment. This unit standard will instill a culture of maintenance and care for both the environment as well as towards farming infrastructure and operations.

Learning Assumed to be in place

No learning is assumed to be in place.

Learning Outcomes

When learners have achieved this unit standard, they will have a basic knowledge and understanding of:-

- The names and functions of the various items that are retained in stock.
- The attributes and characteristics of the various stock items.
- Sensory and documentary awareness of stock levels.
- The purpose of stock and of stock level maintenance.
- Implications regarding inadequate stock or surplus stock levels.
- Categories of stock and documentation.
- Procedures involved in the handling of stock.
- Appropriate legislation regarding working with stock and chemicals.
- The relationship between stock and its usage and replenishment.

Stock and inputs in Agriculture

In order to farm commercially, profitably and scientifically, it is important to obtain the right materials, tools and chemicals:

The resources that are used in farm production, such as chemicals, equipment, feed, seed, and energy, are collectively called agricultural inputs. Most farm inputs are purchased, making production costs susceptible to non-farm economic conditions.

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	6.3 hours	14.3 hours	18
Learner Orientation and "Ice Breaker"	45 minutes	15 minutes	30 minutes	N/a
Purpose, Introduction and Learner Directions	45 minutes	15 minutes	30 minutes	N/a
Session 1	4 hours	1 hour	3 hours	1 – 4
Session 2	30 minutes	30 minutes	-	No activity
Session 3	4 hours	1 hour	3 hour	5 – 8
Session 4	2 hours	1 hour	1 hour	9 – 12
Session 5	3 hours	1 hour	2 hours	13 – 14
Session 6	5 hours	1 hour	4 hours	15 – 18
Preparation for Assessment & revision				

Tips for level of learning



Remember the following before you get started:

This unit standard is aimed at level 1 learners.

- ◆ A typical level 1 learner might be exposed to the world of work through this learning program for the first time.
- ◆ Explain concepts and define words in a simple, clear and concise method throughout the learning program.
- ◆ 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 accordingly.

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!

Contextualisation	
What specific information / activities / examples should I include in this module?	
<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 Preparing to receive agricultural inputs

Learner Guide:
Page 6

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

SO 1: Prepare to receive agricultural inputs into an appropriate store at the appropriate time.

Concept (SO 1) AC 1 – 5	Time frame	Activities related to the concept
<ul style="list-style-type: none"> • Appropriate cleaning materials are identified. • Appropriate use, handling and storage of tools are demonstrated. • Stock in terms of storage compatibility is differentiated and classified. • The practical arrangement of stock in store is implemented. • Delivery of stock is taken using the appropriate documentation. 	4.3 hours	1 – 4

Please allow learners to complete Activity 1 - 4 in their workbooks



Type of activity	Resources	Instructions to give to the learners	Conclusions
1. Research.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide
2. Individual exercise.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide
3. Group Work.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide
4. Research and discover.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide

Session

3 Keep accurate records and handle stock

Learner Guide:
Page 20

After completing this session, the learner should be able to:
SO 3: Keep accurate records and handle stock.

Concept (SO 3) AC 1 – 3	Time frame	Activities related to the concept
<ul style="list-style-type: none"> Tally (Counting and recording) stock is issued on record sheet. Tally (Counting and recording) stock is received on record sheet. Issued stock is compared with balance and account for differences. 	4 hours	5 – 8

Please allow learners to complete Activity 5 - 8 in their workbooks



Type of activity	Resources	Instructions to give to the learners	Conclusions
5. Individual exercise.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide
6. Research and Discover.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide
7. Individual exercise.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide
8. Individual exercise.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide

My Notes ...

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Session

4 Demonstrate an understanding of input costs and inventory cost

Learner Guide:
Page 26

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

SO 4: Demonstrate an understanding of input costs and inventory cost.

Concept (SO 4) AC 1 – 5	Time frame	Activities related to the concept
<ul style="list-style-type: none"> The cost of inputs - purchasing costs is estimated. The cost of transportation of inputs from supplier to store is estimated. The cost of handling the inputs is estimated. The proportion of inputs that get wasted and cost are estimated. Methods to reduce input costs and minimize wastage are identified. 	2 hours	9 – 12



Please allow learners to complete Activity 9 - 12 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
9. Individual exercise.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide
10. Individual exercise.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide
11. Individual exercise.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide
12. Individual exercise.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide

Session

5 Identify legislation regarding different inputs

Learner Guide:
Page 29

After completing this session, the learner should be able to:
SO 5: Identify legislation regarding different inputs.

Concept (SO 5) AC 1 – 3	Time frame	Activities related to the concept
<ul style="list-style-type: none"> The rules and regulations pertaining to inputs are demonstrated and understood. An ability to identify various classes of chemicals using pictograms is shown. Possible penalties applicable in a breach of contract are listed. 	3 hours	13 – 14

Please allow learners to complete Activity 13 - 14 in their workbooks



Type of activity	Resources	Instructions to give to the learners	Conclusions
13. Group discussion.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide
14. Individual exercise.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide

My Notes ...

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Session

6 Observe safety regulations cost

**Learner
Guide:
Page 36**

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

SO 6: Observe safety regulations.

Concept (SO 6) AC 1 – 5	Time frame	Activities related to the concept
<ul style="list-style-type: none"> Why we should observe safety regulations? Occupational Health and Safety Act. Labelling stock appropriate Appropriate storage methods for various products. Appropriate storage methods for dry products. Appropriate storage methods for liquids. 	5 hours	15 – 18

Please allow learners to complete Activity 15 - 18 in their workbooks



Type of activity	Resources	Instructions to give to the learners	Conclusions
15. Individual exercise.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide
16. Individual exercise.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide
17. Research and discover.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor Guide
18. Research and discover.	Assessment Workbook Stationary	As per workbook	As per model answer of Assessor 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.	