



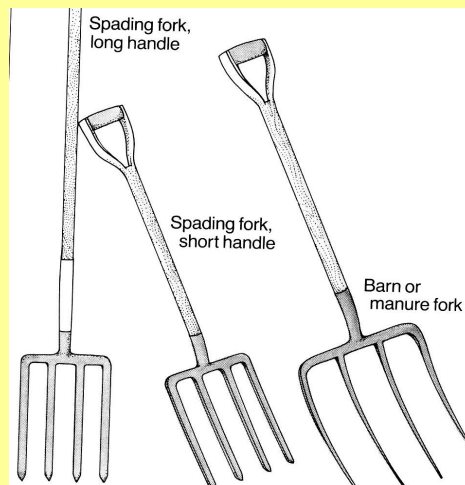
NQF Level: 1

US No: 116200

Facilitator Guide

Primary Agriculture

Plant crops under supervision



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: Plant crops under supervision
US No: 116200
NQF Level: 1
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 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 Plant Production	48972	1	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48971	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. You therefore need to use these guides additional each other.

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 will be able to:-

- ◆ Assist with the propagating of plants.
- ◆ Gain specific knowledge and skills in plant propagation.
- ◆ Operate in a plant production environment implementing sustainable and economically viable production principles.

Learning Assumed to be in Place

It is assumed that a learner attempting this unit standard will show competence against the following unit standards or equivalent:

- ◆ NQF 1: Select, use and care for hand tools and basic equipment and infrastructure.
- ◆ NQF 1: Demonstrate a basic understanding of the structure and function of a plant in relation to its environment.



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

Learning Outcomes

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

- ◆ The names and functions of tools and materials.
- ◆ The principles of planting a crop correctly.
- ◆ The use of sight and touch to achieve the planting of plants.
- ◆ Safe handling procedures of tools and material.
- ◆ Maintaining hygienic procedures of tools and material as to prevent spreading of diseases.
- ◆ Various establishment principles to optimise production (appropriate to level).
- ◆ Plant physiology and anatomy (appropriate to level).
- ◆ Various procedures applicable when planting e.g. preparation of plants for planting, etc.
- ◆ The importance of plant roots not drying out and irrigating after planting.
- ◆ The reason for specific planting depth.
- ◆ Compliance with the Occupational Health and Safety Act.;

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)	40	14.35 hours	25.25 hours	7
Learner Orientation and "Ice Breaker"	45 minutes	20 minutes	25 minutes	N/a
Purpose, Introduction and Learner Directions	45 minutes	15 minutes	30 minutes	0
Session 1	4 hours	1 hours	3 hours	1 - 2
Session 2	7 hours	3 hours	4 hours work on farm performing planting duties	-
Session 3	13 hours	4 hours	9 hours	3, 4, 5
Session 4	10.5 hours	4 hours	6.5 hours	6 - 7
Preparation for Assessment & revision	4 hours	2 hour	2 hours	N/a

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

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!

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 Tools used in planting and caring

**Learner Guide:
Page 9**

After completing this session, the learner should be able to:
SO 1: Use and care for the tools and equipment in the planting of a specific crop.

Concept (SO 1)	Time frame	Activities related to the concept
The right tools for our planting method/a tool list.	90 minutes	Activity 1 – 2
How to use tools correctly in order to plant crop.		
The roles of other equipment in the planting process.		
Ensuring the cleanliness, maintenance and safe storage of tools.		

Notes to the facilitator:

Tools should be used correctly in order to plant a specific crop. The use of specific tools should be properly demonstrated to learners.

Please allow learners to complete Activity 1 and 2 in their workbooks



Type of activity	Resources	Instructions to give to the learners	Conclusions
Group brainstorm	Assessment Workbook Stationary	Participate in a group brainstorm, as per workbook instructions.	Identification of the hand tool selection, use, storage and maintenance in a crop-planting environment.

Session

2 Safety measures for use of these tools

**Learner Guide:
Page 12**
After completing this session, the learner should be able to:
SO 2: Handle planting material correctly for the successful establishment of a specific crop.

Concept (SO 2)	Time frame	Activities related to the concept
Crop requirements of planting.	10 hours	Practical duties on farm performing planting activities / duties
Storage of plants prior to planting.		
Prevention of damage to plant material.		
Moisture requirements of plant material.		

My Notes...

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3 Soil Preparation before planting

Session

**Learner
Guide:
Page 14**

After completing this session, the learner should be able to:
SO 3: Describe the basic effects of the environment on specific crops.

Concept (SO 3)	Time frame	Activities related to the concept
Crop requirements of planting.	13 hours	Activity 3 – 5
Storage of plants prior to planting.		
Prevention of damage to plant material.		
Moisture requirements of plant material.		

Please allow learners to complete Activity 3, 4 and 5 in their workbooks



Type of activity	Resources	Instructions to give to the learners	Conclusions
Practical search and discover	Assessment Workbook Stationary Environment with soil	Go outside. Then follow instructions as per workbook. Bring samples back and take photos or paste examples into workbooks.	Soil types vary between clay, sand and loam All soil types are not suited to all crops Soil types can be improved chemically and physically.

My Notes...

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4 Handling planting material correctly

Session

Learner Guide:
Page 18

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

SO 4: Plant planting stock at correct spacing between rows, between individual plants, and at the correct depth for specific plant species.

Concept (SO 4)	Time frame	Activities related to the concept
Plant planting stock at correct spacing between rows, between individual plants, and at the correct depth for specific plant species.	10.5 hours	6 - 7
How to space plants, get the rows straight and square up your planting area.		
Spacing, depth and distance measurements for planting.		
Step-by-step instructions for planting of your crop.		
Seedlings are planted correctly, as per prescribed methods, under close supervision.		
Seedlings are placed in holes that are the correct depth for specific species.		
Seedlings are planted at the correct distance from each other, as per instructions.		



Please allow learners to complete Activity 6 and 7 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
Group explore and discovery	Assessment Workbook Stationary Group/Team. Access to a specialist	As a group, discuss exactly what your crop needs prior to, during and after planting. Write down your findings on the worksheet.	Correct preparation of holes/furrows for crop. Correct allocation of plants per area. Correct row length allocation as per environmental considerations. Correct methods of covering planted crop.

Type of activity	Resources	Instructions to give to the learners	Conclusions
Group explore and discovery	Assessment Workbook Stationary Group/Team. Access to a specialist	As a group, go out to the farm where you are going to plant your crop. Ask questions and write down your findings on the worksheet.	Environmental influences on crop. Soil preparation effects on crop. Pre-during and after planting actions and its effect on crop.

My Notes...

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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.	