



NQF Level: **1**

US No: **116201**

Facilitator Guide

Primary Agriculture

Harvesting agricultural crops



My name:

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:	Harvest agricultural crops		
US No:	116201	NQF Level:	1
		Credits:	5

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 Plant 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. 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.

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:

- ◆ Harvest crops as advised making use of basic harvesting tools.
- ◆ Have gained specific knowledge and skills in harvesting techniques and will be able to operate in a plant production environment implementing sustainable and economically viable production principles.

Learners will specifically be able to:

- ◆ Use appropriate tools / equipment for pre-determined harvesting method
- ◆ Carry out sampling for maturity indexing according to pre-determined requirements.
- ◆ Harvest crops following specific prescribed procedures.
- ◆ Adhere to personal health, hygiene and safety during harvesting.
- ◆ Dispose of waste.
- ◆ Care for and maintain equipment used during harvesting under close supervision

Learners will also gain basic knowledge of:

- ◆ Principles of harvesting a crop are understood.
- ◆ Names and functions of tools and materials.
- ◆ Sight, smell and touch are developed in this process.
- ◆ Safe handling procedures of tools and materials.
- ◆ Purpose of the various harvesting methods is understood.
- ◆ Plant physiology and anatomy.
- ◆ Importance of harvesting area being clean from waste material.
- ◆ Basic knowledge of Occupational Health and Safety Act.
- ◆ Use of sensory cues to show harvest readiness.

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)	50 hours	29 hours	21 hours	-
Learner Orientation and "Ice Breaker"	1.5 hours	1 hour	30 minutes	-
Purpose, Introduction and Learner Directions	1.5 hours	1 hour	30 minutes	-
Session 1	12 hours	8 hours	4 hours	1
Session 2	6 hours	1 hour	5 hours	2
Session 3	13 hours	10 hours	3 hours	3
Session 4	8 hours	5 hours	3 hours	4
Session 5	6 hours	2 hours	4 hours	5
Preparation for Assessment & revision	2 hours	1 hour	1 hour	

Tips for the Facilitator



Please note that harvesting may vary in complexity, ranging from hand harvesting through to the used of specialized harvesters. The process also differs between crops, industries and may even differ between different sites producing the same crop. It is therefore important that the learning be targeted on the specific crop and or site where the material is being presented. The Learner guide provides generic and very general information with regards harvesting. This material must be used and understood by learners. It is however essential that industry, crop and site specific procedures and guidelines to harvesting be incorporated into the learning experience. It will therefore also be important that such specific procedures and guidelines are assessed against during assessments.

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.
- ◆ There should always be good communication between facilitators and mentors to ensure effective learning experience.
- ◆ During practical activities facilitators should be present at all times. Should that not be possible, the mentor should be available for attendance.

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!

Go through this module and indicate what specific **information / activities / examples** should be included in this module.

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 Harvesting and Harvesting Equipment

Learner Guide:
Page 6

After completing this session, the learner should be able to:
SO 1: Use appropriate tools / equipment for pre-determined harvesting method.
SO 6: Care for and maintain equipment used during harvesting under close supervision.

Concept (SO 1 & SO 6)	Time frame	Activities related to the concept
The tools used for specific harvesting processes.	12 hours	Activity 1
The safe use of the harvesting tools.		
The basic safety precautions to be adhered to while handling harvesting tools.		
Cleaning and safe storage of harvesting tools.		
The reasons for cleaning, sterilization and storage of harvesting equipment.		
How you would clean and maintain the equipment used in the specific enterprise is demonstrated.		
How you would store the equipment is described.		
The procedure followed should you find defaults in the equipment is described.		



Please allow learners to complete Activity 1 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
Group Activity	Harvesting protocols and guidelines per site	Investigate and determine the harvest practices used at your place of work. The answer the question in the Learner Work Book	

Session

2 Sampling for maturity Indexing

**Learner
Guide:
Page 18**

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

SO 2: Carry out sampling for maturity indexing according to pre-determined requirements.

Concept (SO 2)	Time frame	Activities related to the concept
How to harvest a sample.	6 hours	Activity 2
Sample handling.		
Basic sample processing.		
The need for pre harvest samples.		



Please allow learners to complete Activity 2 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
Group activity.	Relevant Crops ready for harvesting.	Answer the questions in relation to the crops produced at your place of work. Perform the demonstrations where required.	Learners must be competent against relevant assessment criteria

Session

3 Crop Harvesting

**Learner
Guide:
Page 24**

After completing this session, the learner should be able to:
SO 3: Harvest crops following specific prescribed procedures.

Concept (SO 3)	Time frame	Activities related to the concept
How the crops will be harvested for the specific enterprise as advised, is described.	1	Activity 3
How harvested crops will be handled before being transported to the processing or packing plant is described.	13 hours	
Illustrate How to harvest the crop as advised, is described.		
The following of certain harvesting procedures are explained.		



Please allow learners to complete Activity 3 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
Group work.	Crops ready for harvesting.	Answer the questions with respect to the crops grown at your place of work.	Learners must be competent against relevant assessment criteria.

Session

4 Harvesting Safety and Hygiene

**Learner
Guide:
Page 31**

After completing this session, the learner should be able to:
SO 4: Adhere to personal health, hygiene and safety during harvesting.

Concept (SO 4)	Time frame	Activities related to the concept
The types of safety clothes or equipment used during harvesting are described.	8 hours	Activity 4
Why it is necessary to follow certain basic hygiene procedures during harvesting are explained.		
The importance of revealing minor accidents that result in cuts or minor wounds to management and have it taken care of is discussed.		



Please allow learners to complete Activity 4 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
Group Work.	Harvesting manuals, guidelines and procedures.	Answer the questions with respect to the crops grown at your place of work.	Learners must be competent against relevant assessment criteria

Session

5 Waste Disposal

**Learner Guide:
Page 35**

After completing this session, the learner should be able to:
SO 5: Adhere to personal health, hygiene and safety during harvesting.

Concept (SO 5)	Time frame	Activities related to the concept
Categorisation of Waste.	6 hours	Activity 5
Importance of following waste disposal procedures.		
Waste collection.		



Please allow learners to complete Activity 5 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
Group Work.	Harvesting manuals, guidelines and procedures.	Answer the questions with respect to the crops grown at your place of work.	Learners must be competent against relevant assessment criteria

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
1.	
2.	
3.	
4.	