



NQF Level: 3

US No: 116220

# Facilitator Guide

## Primary Agriculture

### Explain the propagation of plants



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:

<b>Title:</b> Explain the Propagation of Plants
<b>US No:</b> 116220 <b>NQF Level:</b> 3 <b>Credits:</b> 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	49048	3	120	<input type="checkbox"/>
National Certificate in Plant Production	49052	3	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"> <li>• Organic production,</li> <li>• Hydroponic production,</li> <li>• Perma-culture production,</li> <li>• Agronomy,</li> <li>• Horticulture,</li> <li>• Natural resources harvesting.</li> </ul>	<ul style="list-style-type: none"> <li>• Small stock production,</li> <li>• Large stock production,</li> <li>• Dairy production,</li> <li>• Pig production,</li> <li>• Poultry production,</li> <li>• Game,</li> <li>• Aqua / mari culture,</li> <li>• Commercial insects</li> <li>• Animal fibres harvesting,</li> <li>• Bee keeping,</li> </ul>	<ul style="list-style-type: none"> <li>• Natural resources harvesting,</li> <li>• Organic production,</li> <li>• Perma-culture production,</li> <li>• Eco/Agri Tourism,</li> <li>• Agro Chemicals,</li> <li>• Horse Breeding,</li> <li>• Etc.</li> </ul>



# What & How will you be Facilitating?

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# The Learning Experience...

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

- ◆ Propagate plants.
- ◆ Gain specific knowledge and skills in plant propagation.
- ◆ Operate in a plant production environment implementing sustainable and economically viable production principles.

**Learners will specifically be able to:**

- ◆ Demonstrate an understanding of the function of environmental requirements for propagation within a specific agricultural production context.
- ◆ Demonstrate an understanding of the general propagation procedures and select appropriate procedures within a specific agricultural production context.
- ◆ Monitor environmental conditions in the propagation area within a specific agricultural production context.
- ◆ Choose and apply the necessary tools for the propagation within a specific agricultural production context.

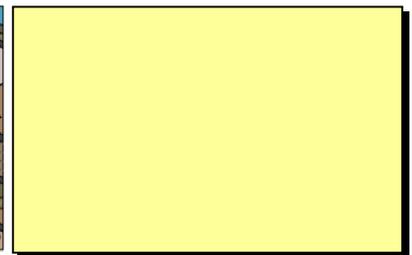
**Learners will also gain basic knowledge of:**

- ◆ Basic safety requirements related to the propagation environment, tools and procedures.
- ◆ Basic hygiene requirements for the propagation environments.
- ◆ Growing media - wet and dry.
- ◆ Weeds, pest and diseases.
- ◆ The safe handling of hormone and Chemicals preparations (rooting powders and plant protection substances).

**Learning Assumed to be in Place:**

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

- ◆ *NQF Level 2; Literacy and Numeracy*
- ◆ *NQF Level 2; 116119; Demonstrate an understanding of plant propagation*
- ◆ *NQF Level 2; 116077; Monitor water quality*
- ◆ *NQF Level 3; 116272; Demonstrate a basic understanding of the physiological functioning of the anatomical structures of the plant*



**My Notes ...**

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# Learning Program Time Frames

	Total time allocated (hours)	Theoretical learning time allocated (hours)	Practical learning time allocated (hours)	Activities to be completed
<b>Complete Program (including summative assessment)</b>	40 hours	16 hours	24 hours	4
<b>Learner Orientation and "Ice Breaker"</b>	1 hour	30 minutes	30 minutes	N/a
<b>Purpose, Introduction and Learner Directions</b>	1 hour	30 minutes	30 minutes	-
<b>Session 1</b>	8 hours	3 hours	5 hours	1.1
<b>Session 2</b>	8 hours	3 hours	5 hours	-
<b>Session 3</b>	16 hours	6 hours	10 hours	3.1-3.3
<b>Preparation for Assessment &amp; revision</b>	6 hours	3 hours	3 hours	N/a

## 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 3 should develop learners who demonstrate an ability to:**

- Operate within clearly defined contexts.
- Work and learn within a managed environment.
- Actively contribute to team effectiveness.
- Take position on available information, discuss the issues and reach a resolution; produce a coherent presentation and report, providing explanations for positions taken.
- Summarise and interpret information relevant to the context from a range of sources.
- Use their knowledge to select appropriate procedures to solve problems within given parameters.
- Apply skills in measuring the environment using key instruments and equipment operational literacy and numeracy skills; use basic procedures and operations to complete complex tasks.
- Understand the organisational and operating environment as a system.
- Understand one or more fields or discipline's key concepts and knowledge, 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"> <li>▪ Objects &amp; devices such as equipment, protective clothing, safety gear, etc.</li> <li>▪ Learner Guides and Learner Workbook</li> <li>▪ Visual aids, etc.</li> </ul>

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
<b>Qualification Knowledge</b> – I have familiarised myself with the content of the applicable qualification		
<b>Unit Standard Knowledge</b> – I have familiarised myself with the content of all aspects of the applicable unit standard		
<b>Content Knowledge</b> – I have sufficient knowledge of the content to enable me to facilitate with ease		
<b>Application knowledge</b> – I understand the programme matrix & have prepared for programme delivery accordingly		
<b>Contextualisation</b> – I have included information which is specific to the commodity and practices related to the commodity		
<b>Ability to respond to learners background &amp; experience</b> – I have studied the learner demographics, age group, experience & circumstances & prepared for programme delivery accordingly		
<b>Enthusiasm &amp; Commitment</b> – I am passionate about my subject & have prepared my programme delivery to create a motivating environment with real commitment to success		
<b>Enterprise knowledge</b> – 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		
<b>Documentation checklist:</b>		
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"> <li>Commodity specific?</li> </ul>	
<ul style="list-style-type: none"> <li>Operating procedures of the farm?</li> </ul>	
<ul style="list-style-type: none"> <li>Agricultural practices?</li> </ul>	
<ul style="list-style-type: none"> <li>Agricultural markets?</li> </ul>	

Session

# 1 Influences of environmental conditions on plant propagation

**Learner Guide:  
Page 9**

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

**SO 1: Demonstrate an understanding of the function of environmental requirements for propagation within a specific agricultural production context.**

Concept (SO 1)	Time frame	Activities related to the concept
The specific environmental requirements for the propagation of plants within a specific agricultural production context are explained	8 hours	Activity 1
The role of the different environmental requirements for the propagation of plants within a specific agricultural production context is described		
An understanding of how problems within the propagation environment of the specific agricultural production context, confined to routine tasks, are solved, is demonstrated		



**Please allow learners to complete Activity 1 in their Learner Guides**

Type of activity	Resources
1. Group Work	Learner guide, Stationery
Instructions to give to the learners	
As a group explain briefly what is required for the plant that you are studying to be propagated successfully. Also explain what problems you might encounter.	



**Session**

# 3 Plant propagation procedures and tools

**Learner  
Guide:  
Page 27**

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

**SO 2: Demonstrate an understanding of the general propagation procedures and select appropriate procedures within a specific agricultural production context.**

**SO 4: Choose and apply the necessary tools for the propagation within a specific agricultural production context.**

Concept (SO 2 & SO 4)	Time frame	Activities related to the concept
The propagation procedure for a specific agricultural production context is demonstrated	16 hours	Activity 3.1 – 3.3
The parts of the plant used in a specific propagation procedure are described		
The requirements for the specific propagation procedure are explained		
The necessary hygiene and safety requirements for the appropriate procedure is described		
The tools used in the specific propagation procedure is described		
The most appropriate tool for the specific propagation procedure is described		
An understanding of why the specific tool is used for that specific propagation procedure is demonstrated		
The necessary hygiene requirements associated with the procedure are demonstrated		
The necessary safety requirements needed when using the specific tools is explained		



## What will I do differently next time?

Take some time to **reflect** on your own activities as facilitator of this Unit Standard.116220. 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. 116220 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.	