



NQF Level: 3

US No: 116257

Facilitator Guide

Primary Agriculture

Human resource policies and procedures



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: Explain human resource policies and procedures.	US No: 116257	NQF Level: 3	Credits: 3
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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), 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 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.

What & How will you be Facilitating?

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The Learning Experience...

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

- ◆ Contribute to the effective functioning of an organisation by understanding Human Resource Principles and Practices applied at the workplace environment. His/her knowledge and understanding should be of such a nature that he/she should be able to provide inputs to these processes if called for.
- ◆ In addition they will be well positioned to extend their learning and practice into areas of harmonising relations amongst various stakeholders. The profession will benefit from the inputs received from the learner found competent in this unit standard.
- ◆ Learners will understand the importance of the application of business principles in agricultural production with specific reference to human resources.
- ◆ They will be able to operate farming practices as businesses and will gain the knowledge and skills to move from a subsistence orientation to an economic orientation in agriculture. Farmers will gain the knowledge and skills to access mainstream agriculture through a business-orientated approach to agriculture.

Learning Assumed to be in Place:

- ◆ It is assumed that a learner attempting this unit standard will demonstrate competence against the unit standards or equivalent:
- ◆ NQF 2: Explain the principles of human resources management and practices in agriculture.



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

My Notes ...

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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, 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 Human resource rules, policies and procedures

**Learner Guide:
Page 7**

After completing this session, the learner should be able to:
SO 1: Demonstrate an understanding of Human Resource rules, policies and procedures.

Concept (SO 1)	Time frame	Activities related to the concept
An ability to identify and communicate relevant human resource policies and procedures is demonstrated.	6.5 hours	Activity 1 - 3
An ability to identify, describe and communicate relevant conditions of employment in an organisation is demonstrated.		
The ability to correctly utilise grievance procedures is demonstrated.		



Please allow learners to complete Activity 1 - 3 in their Learner Guides

Type of activity	Resources
1. Group activity.	Learner Guide, stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
2. Group activity.	Learner Guide, stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
3. Group activity.	Learner Guide, stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	

Session

2 Stakeholders and their roles within an organisation

Learner Guide:
Page 14

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

SO 2: Demonstrate an understanding of the various stakeholders and their roles within an organisation.

Concept (SO 2)	Time frame	Activities related to the concept
The ability to correctly identify different stakeholders within the agri-business is demonstrated.	6.5 hours	Activity 4 - 6
The ability to correctly identify different external stakeholders is demonstrated.		
The roles of identified stakeholders are explained.		

Tips for the Facilitator

- **Activity 4**
- Discuss the term "stakeholders" with the learners by means of an organogram, referring to the copy in the learner guide and then establish who the stakeholders are.
- **Activity 5**
- Establishing the stakeholders is a simple but effective activity.
- Those that bring value to the farm could be investors and advisors while those that benefit from the farm could be the customers or surrounding neighbours.
- **Activity 6**
- The group has now established what the set up at the place of work is; they now need to establish who the stakeholders are that associates with the farm.
- Bring the activity to an end by making sure that everyone clearly understands that there are a range of stakeholders involved in any business.

Session

3 Preparation and interpretation of contracts and agreements.

**Learner
Guide:
Page 21**

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

SO 3: Demonstrate involvement with the preparation and interpretation of contracts and agreements applicable at the work place.

Concept (SO 3)	Time frame	Activities related to the concept
The ability to provide inputs in the preparation of employment contracts is demonstrated.	4 hours	Activity 7
Non-compliance in terms of agreements such as the BCEA agreement reached with stakeholders is explained.		
The ability to identify and communicate relevant agreements both verbally and in writing is demonstrated.		

Tips for the Facilitator

- **Activity 7**
- For this activity it is important that the different acts be available as the students might want to check various points. It is advisable to have the internet available for this activity as they can search for information by using key words. (Information is available at www.labour.gov.za. Each act and point therein is searchable by keyword).
- Before the students start to search they need to brainstorm around what would be expected of a supervisor on a farm.
- It is also advisable to ask the students to bring copies of a work contract from the farm.
- It is essential that the groups report back on their findings and are able to motivate the contents of their compiled contract.

4 Employment relations in an organisation

Session

**Learner
Guide:
Page 25**

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

SO 4: Demonstrate an understanding of employment relations in an organisation.

Concept (SO 4)	Time frame	Activities related to the concept
Differences in culture and language are explained.	6.5 hours	Activity 8 - 11
An understanding of the organisational policies and procedures related to employment is explained.		
Health and Safety rules and practices are explained.		



Please allow learners to complete Activity 8 - 11 in their Learner Guides

Type of activity	Resources
8. Small group activity.	Learner Guide, stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
9. Individual activity.	Learner Guide, stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
10. Individual activity.	Learner Guide, stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
11. Individual activity.	Learner Guide, stationary.
Instructions to give to the learners	
As per instructions in Learner Guide.	

Tips for the Facilitator

- **Activity 8:** Allow the students to read through the passage on culture and language.
- Give them at least thirty minutes for the exercise.

Tips for the Facilitator

- It is important to place the students into diverse groups for this exercise. In each group you need people from different backgrounds.
- The students must select one person in the group who is going to record all the pertinent points that arise from this exercise.
- The students can use the points in the learners guide to start the process. It is important that each person is allowed an opportunity to an input concerning the different aspects of their culture and language.
- This is a time to learn from each other.
- **Activity 9:** The students are requested to compile an individual paper on their understanding of the differences in culture and language.
- This exercise of cultural difference sets the basis for the section on recruitment and selection in organisational policies and procedures.
- The recruitment and selection policy must take into account the need for diversity and respect of other cultures. The whole employment policy must ensure that nobody is discriminated against because of their culture or language.
- Take the students through the points that must be covered in a recruitment and selection policy. Discuss each point and the reason why you don't want a discriminative but rather an inclusive policy in place.
- **Activity 10:** Inform the students that they will have to go back to their place of work and source polices or procedures that deal with employment at their place of work.
- This is an individual activity and students need to be able to distinguish between polices or procedures and motivate their answers and provide examples.
- **Activity 11:** The above two points dealt with respecting peoples culture and the need to create a diverse workplace. To round this off we need to create a healthy environment that is sustainable to establishing a constructive work environment for all.
- To achieve this there is the health and safety act.
- Take the students through the need for health and safety at the workplace and discuss what they think of safety.
- Try to establish what kind of safety policy they have in place at work.
- Work through the points of what is expected from an individual regarding safety in the workplace.
- If the students do not have policies in place at work regarding the activity on health and safety, they can fill in a rule suggesting what should be done to address the situation.
- At the end of this activity the students can discuss the answers as a group.

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 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.	