



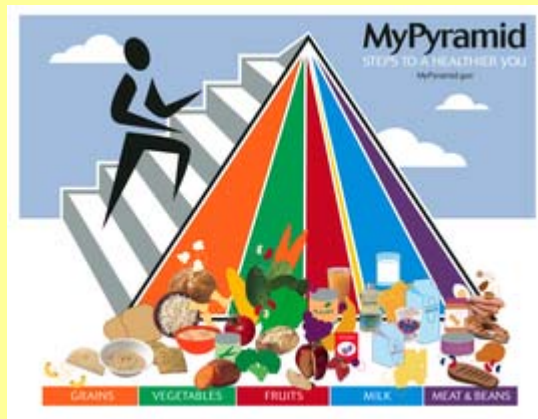
NQF Level: 3

US No: 116271

Facilitator Guide

Primary Agriculture

Monitor and Supervise a Food Safety and Quality Management System



Facilitator:

Company:

Commodity: Date:

The availability of this product is due to the financial support of the National Department of Agriculture and the AgriSETA.



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:	Monitor and supervise a food safety and quality management system in the agricultural supply chain		
US No:	116271	NQF Level:	3
		Credits:	3

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	48975	3	120	<input type="checkbox"/>
National Certificate in Animal Production	48976	3	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48977	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, 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.

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 for your own notes/comments.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

What & How will you be Facilitating?

The Learning Experience	6
Tips for level of learning	7
Learning Program Time Frames	8
Facilitator’s Checklist & Training Aids	9
Contextualisation of Content!	10
Introduction – Revision of Level 2	11
Session 1: Basic health, social and environmental issues	18
Session 2: Reporting non-conformances	20
Session 3: Traceability in the agricultural supply chain	21
Session 4: Keeping Record	22
Session 5: Basic internal audits in the agricultural environment	24
Session 6: Food safety and quality principles	25
What will I do differently next time?	26

The Learning Experience...

When you have achieved this unit standard, you will be able to:

- ◆ Monitor and supervise the implementation of food safety and quality, production, environmental and social practices, and awareness within the agricultural supply chain.
- ◆ Gain an understanding of sustainable agricultural practices as applied in the animal, plant and mixed farming sub fields. Focuses on the application of food safety practices in primary agriculture.
- ◆ Participate in, undertake and plan farming practices with knowledge of their environment.
- ◆ Instill a culture of maintenance and care for both the environment as well as towards farming infrastructure and operations.

Learners will specifically be able to:

- ◆ Demonstrate an understanding of the concept of traceability in the agricultural supply chain.
- ◆ Perform basic record keeping activities on the farm.
- ◆ Report non-conformances with respect to food safety, production, environmental, and social practices in the agricultural environment.
- ◆ Understanding basic health, social and environmental issues which relate to the agricultural environment.
- ◆ Demonstrate a basic understanding of internal audits in the agricultural environment.

Learners will also gain basic knowledge of:

- ◆ Principles of regulatory and legal aspects with reference to the specific agricultural enterprise.
- ◆ A basic understanding of food-borne illnesses.
- ◆ A basic knowledge of the impact of food safety and quality in trade.
- ◆ A thorough understanding of contamination risks and preventative measures.
- ◆ A basic understanding of risk factors related to food safety.
- ◆ Be familiar with the principles of food safety and quality.
- ◆ Basic principles of environmental and conservation management.
- ◆ Basic principles of waste and pollution management.
- ◆ Basic principles of natural resource management.
- ◆ Relevant legislation such as the Occupational Health and Safety Act.
- ◆ A basic understanding of procedures of internal audits.

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 2: Apply crop protection and animal health products effectively and responsibly.
- ◆ NQF 2: Operate and support a food safety and quality management system in the agricultural supply chain.



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

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 this level should develop learners who demonstrate an ability to:-

- Work and learn in a disciplined manner in a well-structured and supervised environment.
- Manage their time effectively.
- Develop sound working relationships and an ability to work effectively as part of a group.
- Express an opinion on given information clearly in spoken and written form.
- Collect, organise and report information clearly and accurately.
- Use their knowledge to select and apply known solutions to well-defined routine problems.
- Use a variety of common tools and instruments; apply literacy and numeracy skills to a range of different but familiar contexts.
- Understand the environment within which he/she operates in a wider context.
- Gain knowledge of one or more areas or fields of study, in addition to the fundamental areas of study.

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)	30	10	20	8
Learner Orientation and "Ice Breaker"	1 hour	30 minutes	30 minutes	N/A
Purpose, Introduction and Learner Directions	1 ½ hours	30 minutes	1 hour	N/A
Session 1	4 hours	1 hour 30 minutes	2 hours 30 minutes	1 – 3
Session 2	4 hours	1 hour	3 hours	4
Session 3	4 hours	1 hour 30 minutes	2 hours 30 minutes	5
Session 4	4 hours	1 hour	3 hours	6 – 7
Session 5	4 hours	1 hour	3 hours	8
Session 6	4 hours	1 hour 30 minutes	2 hours 30 minutes	9
Preparation for Assessment & revision	3 ½ hours	1 hour 30 minutes	2 hours	N/A

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 ▪ 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? 	

Introduction – Revision of Level 2

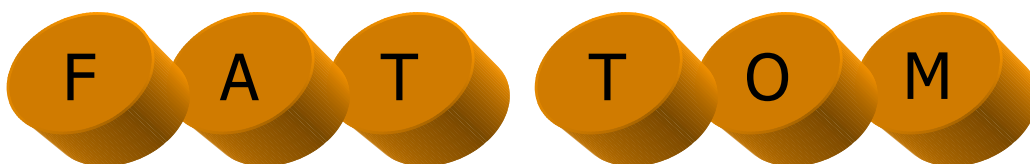
■ Demonstrate an understanding of risk factors in food safety and quality related to the agricultural supply chain

- ◆ Food safety means protecting food from contamination that may occur during any stage of food production, harvesting, processing, transportation, preparation, distribution and storage.
- ◆ Food safety determines the degree of confidence that food will not cause sickness or harm to the consumer when it is prepared, served and eaten according to its intended use.
- ◆ In recent years food safety has gained high profile due to factors related to disease. Accordingly market demand has become the driving factor in terms of food safety and growers can provide their market with assurances by complying with Good Agricultural Practices (GAP) monitored through systems such as HACCP and Eurepgap.
- ◆ In the pre-harvest environment, the main principles of GAP is based upon traceability and the monitoring of chemical crop protection products (CPP's) to ensure that no unsafe residues are found in or on the food product produced.
- ◆ Traceability requires effective recordkeeping systems and well-defined processes. Records that must be kept including production records, harvesting records, packing records, and shipping records.
- ◆ Food becomes hazardous by contamination. There are three types of food safety hazards, being:
 - Chemical hazards.
 - Physical hazards.
 - Biological hazards.
- ◆ The main sources of chemical hazard in the pre-harvest environment for Citrus production are CCP's and is controlled by means of harvest intervals and withholding periods.
- ◆ The management of CCP's and other Agro-chemicals in the pre-harvest Citrus environment is also strictly controlled by applying appropriate, safe and secure storage and good stock control.
- ◆ The main sources of physical hazard in the pre-harvest Citrus production environment are naturally occurring items such as twigs, stones and soil or manmade materials such as cigarette butts, tools and equipment.

- ◆ Physical items can in itself contaminate fruit, but is also a hazard because injuries that are caused by for instance sharp edges in picking trailers, present an entrance point for pathogens.
- ◆ Biological hazards pose the greatest threat to food safety and are in many ways the hardest to control. Biological hazards are invisible and include viruses, parasites, fungi and bacteria.
- ◆ The HACCP system has seven principles. These principles may be specific to HACCP, but they comprise a good general approach to food safety monitoring.
- ◆ The principles of HACCP are:
 - Hazard analysis.
 - Identification of critical control points.
 - Establishing critical limits.
 - Monitoring critical control points.
 - Establishing procedures for corrective action.
 - Recordkeeping.
 - Verification.
- ◆ If the workers are skilled in food safety and really understand its principles and importance, they will:
 - Contribute to the production of a healthy and safe crop.
 - Automatically report any deviances and problems that may lead to compromised food safety.
 - Become the custodians of a Good Agricultural Food Safety Monitoring system such as HACCP.

■ Apply basic food safety practices

- ◆ Food safety monitoring systems such as HACCP prescribes very specific actions and practices that are designed to protect food safety within a specific process. There is however general food safety practices that must be observed at all times.
- ◆ These include:
 - Preventing food contamination through application of the FATTOM principles.



FAT TOM stands for:

**F –
is for Food**

The nutrients available in food determine which bacteria will grow in it. Moist, protein-rich foods, such as meat, milk, eggs and fish, are favourable to bacteria. These food stuffs are more likely to cause food-borne illness because they can support the growth of bacteria.

**A –
is for Acidity**

Bacteria grow best in an environment that is neutral or slightly acidic, and most bacteria cannot grow in very acidic conditions. That is most bacteria do not grow in acidic foods, such as vinegar and fresh fruit, especially citrus.

**T –
is for
Time**

Bacteria grow by cell division. One becomes two, two become four, four becomes eight, and so forth. Restricting the time that low acid foods stay in the danger zone to two hours or less prevents growth of large numbers of pathogens.

**T –
is for
Temperature**

Time works with the temperature danger zone. The ideal temperature for bacterial growth is the **danger zone** of between 5°C and 60°C.

**O –
is for
Oxygen -
(Air)**

Some micro-organisms need oxygen to grow, and they are referred to as aerobic organisms.

There are some micro-organisms that grow only in anaerobic conditions, meaning in the absence of oxygen. Botulism, a rare type of food-borne illness, is caused by a specific type of organism that grows only in anaerobic conditions.

All micro-organisms need perishability of a food is content, but also to water

**M –
is for
Moisture**

water to grow. The related not only to moisture activity.

Hands are the main culprit in contamination. Scratching your scalp, running your fingers through your hair, or touching a pimple can cause the transmission of pathogens to fresh fruit.




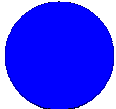
Using the correct procedure for washing hands is important in preventing contamination.

Preventing food contamination through control and correct disposal of waste so as to also avoid pollution of the environment.

Warning signs are used on farms in order to provide information for workers and management in order to aid in the management of food safety.

Warning signs may take the form of any of the following types:

Please Note: You may not be able to see the colours of the signs in table below, but a description is given.

	Type of Sign	Description	Use	Example
	Safe Condition	Green background with white symbol, square or oblong.	Provides information about safe conditions.	First aid equipment
	Warning	Yellow triangle with black border	Warns of risk or danger	Dangerous substance
	Prohibition	White, circular sign, red border and a red crossbar running from top left to bottom right	Indicates what may not be done	No Smoking
	Mandatory	Blue, circular sign with white symbol	Indicates what must be done	Wear ear protection

Additionally there are specific types of pictograms used on agrochemical product labels and other containers to provide more information about the content of the container and ensuring both health and safety of the workers as well as optimum food safety

■ Illustrate basic knowledge to distinguish and report non-conformances and deviations in food safety, quality and the environment with reference to the agricultural enterprise

- ◆ Minor deviations from the procedures in farms and in pack houses and in the protocols can lead to major food safety hazards.
- ◆ Deviations describe the difference between the actual, observed value and the expected value.
- ◆ Non-conformance, or non-compliance, means a deviation from the prescribed norm, protocol, procedures or standard. Non-conformance includes failures, deficiencies, defects and malfunctions in a product or behaviour that brings about deviations.
- ◆ A protocol, in terms of food safety, means agreed upon standards that will be maintained by all that are involved in the handling and shipping the product.
- ◆ Growers and pack houses develop policies and procedure designed to protect the safety of the food produced, handled and packed on their premises.
- ◆ To be able to detect deviations and non-conformance it is first of all essential to have a thorough knowledge and understanding of the procedures and protocols that applies to you workplace. It is not possible to know that things are not done the way they are supposed to if you do not know how they are supposed to be done.
- ◆ It is essential for every person that is involved in the production, handling, harvesting, packing and transport of fruit to take responsibility for food safety. Although systems must be in place wherever possible to avoid deviations and non-conformance, it will in the end be up to the people that are involved in the production, packing and shipping process to ensure that procedures and protocols are adhered to.
- ◆ Procedures and protocols are developed mainly to protect the safety of the fruit that is produced. Deviations from and non-conformance to prescribed procedures and protocols threatens food safety, and can lead to fruit consignments being rejected at the market.
- ◆ If the prescribed procedures for the disposal of waste are for instance deviated from, it can lead to pollution of water sources and soil.
- ◆ The response to deviations or non-conformance depends on the type, severity and circumstances of the deviation or non-conformance. The following steps should however form the basis of the response:

- Correct the problem as soon as possible.
- Isolate the area or products that were affected by the deviation or non-conformance, and take the necessary corrective action if possible.
- Determine the possible environmental impact of the deviation or non-conformance and take the necessary steps to rectify or limit the damage done.
- Determine the cause of the deviation or non-conformance. Possible causes may include a lack of skills or knowledge, the necessary resources not being available, technical failure, or a lack of responsibility.
- Take the necessary steps to prevent the occurrence in future.

Contingency plans for serious cases of deviation or non-conformance must be in place, and everyone should be aware of the plans.

■ Understanding basic health and social issues in the agricultural environment

- ◆ Every person is in the end responsible for their own health and safety. Although workers are protected in the workplace by laws such as the Occupational Health and Safety Act, they have the responsibility to take care of themselves and to keep themselves safe.
- ◆ HIV/AIDS is a major threat to the health of every person and to the wellbeing of the community as a whole.
- ◆ If a person who does not exercise good healthcare practices works in a fruit production environment, the risk of food safety being compromised is increased.
- ◆ A communicable disease, also called an infectious disease, is any disease that spreads easily through direct or indirect contact between humans or animals. Infectious diseases can spread from person to person or from animals to humans.
- ◆ Food-borne diseases are very seldom communicable in the sense that they are transmitted through human or animal contact. They are transmitted through pathogens that have contaminated food sources.
- ◆ The only communicable diseases that have an influence on the food safety of fresh produce such as fruit are avian (bird) flu and mad cow disease. These are passed on indirectly through fertilisation, and the impact is as yet unknown.

- ◆ Communicable diseases are important because they impact on worker health and safety.
- ◆ The Occupational Health and Safety Act (OHASA) aims to ensure the safety and health of employees in the workplace.
- ◆ The employer has the responsibility to provide and maintain, as far as is reasonably practicable, a working environment that is safe and without risk to the health of his employees.
- ◆ Employees on the other hand must comply with the regulations and procedures that are aimed at creating a safe working environment as prescribed by the act and by the employer.

■ **Demonstrate basic understanding of recordkeeping activities on the farm**

- ◆ Recordkeeping is essential for food safety related issues such traceability.
- ◆ Various types of records are kept in a citrus production environment.
- ◆ The following types of records are important for traceability in terms of food safety:
 - Employee health records, including food handler tests, sick notes, and sick leave records.
 - Incident and Accident Reports.
 - Annual agrochemical programs.
 - Agrochemical application details.
 - Agrochemical stock control and consumption records.
 - Skills development records.
 - Environmental control records.

Session

1 Basic health, social and environmental issues

Learner Guide:
Page 14

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

SO 4: Demonstrate an understanding of basic health, social and environmental issues which relate to the agricultural environment.

Concept (SO 4)	Time frame	Activities related to the concept
Legal and regulatory issues governing health, social and environmental issues within agricultural enterprises are described.	4 hours	Activity 1 – 3
Dissemination of information to workers is explained.		
An understanding of how certain health issues (communicable diseases) are dealt with is demonstrated.		
An understanding of how the environment is dealt with in terms of the agricultural enterprise is demonstrated.		
The different records, which are needed to comply with the regulatory policies are described.		



Please allow learners to complete Activity 1 in their Learner Guides

Type of activity	Resources
1. Draw a mind map & present it in your group.	Learner Guide Colouring pencils
Instructions to give to the learners	
Draw a mind map on the link between food safety, basic health, social and environmental issues, and South African government legislation pertaining to food safety.	



Please allow learners to complete Activity 2 in their Learner Guides

Type of activity	Resources
2. Work in pairs	Learner Guide Colouring pencils
Instructions to give to the learners	
In pairs, develop a presentation or "road show" for the workers on the farm explaining the importance of food safety and introducing food safety checklists and principles. Summarise briefly how you would follow up this presentation or "road show" by giving details of awareness campaigns, incentives, disciplinary enforcement, warning signs and poster campaigns.	



Please allow learners to complete Activity 3 in their Learner Guides

Type of activity	Resources
3. In pairs, role-play	Learner Guide Colouring pencils
Instructions to give to the learners	
<p>Divide the group into pairs. One person must choose one from the following lists of diseases:</p> <ul style="list-style-type: none"> • Mumps • Measles • Chicken pox • German Measles • TB • Diarrhoea • HIV/AIDS • Migraine <p>The person who has chosen this should pretend that they have contracted the disease and the other person will play the role of the supervisor or team leader. Act out the correct procedure for dealing with the disease. Write notes for yourself</p>	

My Notes ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Session

2 Reporting non-conformances

Learner Guide:
Page 32

After completing this session, the learner should be able to:
SO 3: Report on non-conformances with respect to food safety, production, environmental and social practices.

Concept (SO 3)	Time frame	Activities related to the concept
The filing of documents according to discipline or farming activity in accordance with GAP is described.	4 hours	Activity 4
A quality management system is explained.		
The need for such a system within the agricultural enterprise is explained.		
The retrieval of records with respect to human resource issues, management, environment or agricultural operations are demonstrated.		



Please allow learners to complete Activity 4 in their Learner Guides

Type of activity	Resources
4. Hold a debate.	Learner Guide
Instructions to give to the learners	
<p>Divide the group into two groups. One group supports the only effective way to check compliance of food safety regulations is through formal reporting, internal and external audits and punitive systems. The other group says the best way to detect non-conformance is a combination of non-punitive formal reporting and an informal reporting system encouraged for all workers.</p> <p>Allow the learners time to prepare before starting the debate.</p>	

3 Traceability in the agricultural supply chain

Session

Learner Guide:
Page 37

After completing this session, the learner should be able to:
SO 1: Demonstrate an understanding of the concept of traceability in the agricultural supply chain.

Concept (SO 1)	Time frame	Activities related to the concept
Traceability within the area of responsibility is explained.	4 hours	Activity 5
The purpose of traceability is explained.		
The effect of non-compliance is described.		



Please allow learners to complete Activity 5 in their Learner Guides

Type of activity	Resources
5. Go to the farm where you are completing your training, interview people on all steps or phases of the production of the product regarding traceability	Learner Guide
Instructions to give to the learners	
Draw a flow chart showing the traceability steps of a product from tree/bed to market. Write a brief paragraph concluding how effective the traceability systems for this specific farm are and what possible improvements can be made.	

Session

4 Keeping record

Learner Guide:
Page 43

After completing this session, the learner should be able to:
SO 2: Perform basic record keeping activities on the farm.

Concept (SO 2)	Time frame	Activities related to the concept
The filing of documents according to discipline or farming activity in accordance with GAP is described.	4 hours	Activity 6 – 7
A quality management system is explained.		
The need for such a system within the agricultural enterprise is explained.		
The retrieval of records with respect to human resource issues, management, environment or agricultural operations are demonstrated.		



Please allow learners to complete Activity 6 in their Learner Guides

Type of activity	Resources
6. Complete the checklist	Learner Guide
Instructions to give to the learners	
Check which of the records on the list are available on the farm. Attach copies or examples of all the records that you find which are marked "R" for required.	

5 Basic internal audits in the agricultural environment

Session

Learner Guide:
Page 56

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

SO 5: Demonstrate a basic understanding of internal audits in the agricultural environment.

Concept (SO 5)	Time frame	Activities related to the concept
Internal audits are explained.	4 hours	Activity 8
The execution of internal audits is described.		
The process of auditing to ensure that the proper use of agrochemicals, according to IPM principles, is implemented is explained.		
Record keeping that assists with the auditing process is explained.		



Please allow learners to complete Activity 8 in their Learner Guides

Type of activity	Resources
8. Do day-to-day operations on the farm	Learner Guide
Instructions to give to the learners	
Obtain a copy of the Standard Operating Procedure for sampling and analyses of agricultural products of plant origin to determine agro-chemical residue levels as part of export inspection. Paste it here and read through it and highlight key-points that are relevant to your day-to-day operations on the farm.	

6 Food safety and quality principles

Session

Learner Guide:
Page 63

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

SO 6: Operate food safety and quality principles as related to the agricultural supply chain.

Concept (SO 6)	Time frame	Activities related to the concept
The different food safety principles with reference to pre-harvest activities are described.	4 hours	Activity 9
An understanding of how food quality is managed in the pre-harvest phase to ensure a product produced according to GAP is demonstrated.		
Record keeping associated with both aspects of the agrochemical operation is explained.		
The importance of the record keeping is explained.		



Please allow learners to complete Activity 9 in their Learner Guides

Type of activity	Resources
9. Write a brief summary explaining why you think it is important to maintain these records for each type of agro-chemical used on the farm	Learner Guide
Instructions to give to the learners	
Choose any one type of chemical listed on the spray programme and trace the records for this chemical through the process of: Ordering, Receiving, Storage, Stock Control, Issuing, Application Make photocopies of the examples that you find and attach them to your guide. Write a brief summary explaining why you think it is important to maintain these records for each type of agro-chemical used on the farm.	

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.	