



NOF Level: 4

US No: 116293

Facilitator Guide

Primary Agriculture

Sustainable agricultural enterprises

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:	Evaluate, adjust and implement factors influencing agricultural enterprises		
US No:	116293	NQF Level:	4
		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 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	48979	4	120	ρ
National Certificate in Plant Production	49009	4	120	ρ

Please mark the learning program the learners are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	ρ	ρ
Skills Program?	ρ	ρ
Short Course?	ρ	ρ

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"> • 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:

- ◆ Evaluate and adjust production processes so that natural resources required are managed sustainably
- ◆ Compare and evaluate infrastructure factors affecting requirements
- ◆ Evaluate and adjust stock
- ◆ Evaluate and adjust harvest procedures required
- ◆ Compare and integrate post harvesting factors

Learners will also gain basic knowledge of:

- ◆ The interpretation of soil and water analysis and the implementation of the information
- ◆ Use the information obtained from weather forecast to adjust the production process
- ◆ Interpret the weather forecast
- ◆ Appraise production records and incorporate the outcome into the production cycle
- ◆ Appraise and interpret marketing information and use the information in the production process.
- ◆ Evaluate and adjust factors effecting the role and function of infrastructure
- ◆ Implement the required adjustments to infrastructure
- ◆ Evaluate the enterprise and make the necessary adjustments and implement the relevant regulation and legislation
- ◆ Evaluate the breeding stock in terms of production and implement adjustments to ensure optimal production
- ◆ The needs and characteristics of livestock and crops and how it can be used in each enterprise
- ◆ The sustainability of resources and the suitability there of
- ◆ How to evaluate the harvesting of products
- ◆ How to evaluate the harvesting process according to health and hygiene regulations
- ◆ The quality standard for the different products
- ◆ The procedures for successfully harvesting of the different farm products
- ◆ Evaluate post harvest practices and quality control
- ◆ How to implement quality standards and quality

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:

- ◆ NQF3:



Remember to do a diagnostic assessment of the learner's prior learning and ensure

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 hours	16 hours	24 hours	5
Learner Orientation and "Ice Breaker"	1 hour	0.5 hour	0.5 hour	
Purpose, Introduction and Learner Directions	1 hour	0.5 hour	0.5 hour	
Session 1	6 hours	2 hours	4 hours	1
Session 2	6 hours	2 hours	4 hours	2
Session 3	7 hours	3 hours	4 hours	3
Session 4	7 hours	3 hours	4 hours	4
Session 5	7 hours	3 hours	4 hours	5
Preparation for Assessment & revision	5 hours	2 hours	3 hours	

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 4 should develop learners who demonstrate an ability to:-

- Take responsibility for their own learning within a supervised environment.
- Take decisions about and responsibility for actions.
- Evaluate their own performance against given criteria.
- Take the initiative to address any shortcomings they find.
- Communicate and present information reliably and accurately in writing and verbally.
- Gather relevant information, analysis and evaluation skills.
- Use their knowledge to solve common problems within a familiar context; adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context; motivate the change using relevant evidence.
- Apply essential methods, procedures and techniques of the field or discipline; apply and carry out actions by interpreting information from text and operational symbols or representations.
- Understand the organisation or operating environment as a system within a wider context.
- Demonstrate a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study an informed understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines.

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	
<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 Management of natural resources

Learner
Guide:
Page 8

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

SO 1: Evaluate and adjust production processes so that the required natural resources are managed sustainable.

Concept (SO 1)	Time frame	Activities related to the concept
The recommendations of soil and water samples are evaluated and applied to practical situation.	6 hours	Activity 1.1 – 1.5
Understanding the weather forecast and how it can be used in the production process.		
Understand the production cycle.		
Evaluate the production cycle and recommend changes relevant to the enterprise the learners are involved in.		
Production records and how it can be used for evaluation and adjustments.		
How to obtain production information.		
Identified problem areas are communicated to the supervisor.		
Preventative measures to avoid degradation of soil and deterioration of vegetation are selected and applied.		

Tips for the facilitator



- The facilitator must first establish an understanding of what is an ecosystem, production cycle and natural resources .
- This information is contained in the learner guide but it needs to become embedded knowledge.
- Look at plans to avoid the degradation of the soil.
- Brief the learners on the questions that they have to answer on their own and explain that the information is supplied in the learner guides and previous activities. There will be a practical observation at a later date of the applications of these methods.



Please allow learners to complete Activity 1.1 – 1.5 in their Learner Guides

Type of activity	Resources
1.1 Individual Activity	Learner Guide
Instructions to give to the learners	
As per instructions in the Learner Guide.	
Type of activity	Resources
1.2 Individual Activity	Learner Guide
Instructions to give to the learners	
As per instructions in the Learner Guide.	
Type of activity	Resources
1.3 Individual Activity	Learner Guide
Instructions to give to the learners	
As per instructions in the Learner Guide.	
Type of activity	Resources
1.4 Individual Activity	Learner Guide
Instructions to give to the learners	
As per instructions in the Learner Guide.	
Type of activity	Resources
1.5 Individual Activity	Learner Guide
Instructions to give to the learners	
As per instructions in the Learner Guide.	

My Notes ...

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Session

2 Evaluation of infrastructure

Learner Guide:
Page 31

After completing this session, the learner should be able to:
SO 2: Compare and evaluate infrastructure factors affecting requirements

Concept (SO 2)	Time frame	Activities related to the concept
An understanding of the wise utilisation of different fauna and flora to the benefit of the farming activities and the environment are demonstrated.	6 hours	Activity 2.1 – 2.3
Management techniques are understood and applied.		
Rehabilitation methods are described.		
The status of the fauna and flora on the farm is monitored, recorded and reported.		
Deterioration in vegetation in relation to the soil condition / degradation is observed and explained.		
Signs of soil erosion is observed and reported.		
Soil erosion preventative measures are monitored and progress or the lack thereof is reported.		
Vegetation species suitable to the soil type that can be used for degraded soil are identified and planted.		
Appropriate application of soil conservation structures and methods are monitored.		

Session

3 Production stock

Learner
Guide:
Page 38

After completing this session, the learner should be able to:
SO 3: Evaluate and adjust required stock– live stock and crops

Concept (SO 3)	Time frame	Activities related to the concept
The significance of contours, slopes, valleys and scale are explained.	7 hours	Activity 3.1 – 3.3
Rivers, streams, wetlands, cultivated areas and differing land uses are recognised.		
The ability to orientate the map correctly according to the magnetic North Pole is demonstrated.		
The boundaries of the local farm unit on the map, and main characteristics are identified.		

Please allow learners to complete Activity 3.1 – 3.3 in their Learner Guides



Type of activity	Resources
3.1 Practical Activity	Learner guide and other related resources
Instructions to give to the learners	
As per instructions in the Learner guide.	
Type of activity	Resources
3.2 Practical Activity	Learner guide and other related resources
Instructions to give to the learners	
As per instructions in the Learner guide	
Type of activity	Resources
3.3 Practical Activity	Learner guide and other related resources
Instructions to give to the learners	
As per instructions in the Learner guide	

4 Harvesting procedures

Session

Learner Guide:
Page 43

After completing this session, the learner should be able to:
SO 4: Evaluate and adjust harvest procedures required

Concept (SO 4)	Time frame	Activities related to the concept
The criteria for successful harvesting are evaluated, adjusted and implemented into the enterprise.	7 hours	Activity 4.1 & 4.2
Harvest practices are evaluated and adjustments are implemented.		
Good health and hygiene principles are evaluated and harvesting procedures are adjusted.		
Health and hygiene regulations and legislation are evaluated and adjustments where required are included.		
Products are evaluated and adjusted accordingly to quality standards.		

Please allow learners to complete Activity 4.1 & 4.2 in their Learner Guides



Type of activity	Resources
4.1 Practical Activity	Learner guide and other related resources.
Instructions to give to the learners	
As per instructions in the Learner guide.	
Type of activity	Resources
4.2 Practical Activity	Learner guide and other related resources
Instructions to give to the learners	
As per instructions in the Learner guide.	

Session

5 Post harvesting practices

Learner Guide:
Page 48

After completing this session, the learner should be able to:
SO 5: Compare and integrate post harvest factors

Concept (SO 5)	Time frame	Activities related to the concept
Compare and integrate post harvest factors	7 hours	Activity 5
Procedures for successful harvesting practice are compared and made applicable to enterprise		
Evaluate post harvest practices and make adjustments where necessary		
Health and hygiene principles are assessed and adjustments made		
Regulations and legislation with regards to health and hygiene is evaluated		
Evaluate products and apply quality standards		

Please allow learners to complete Activity 5.1 – 5.3 in their Learner Guides



Type of activity	Resources
5.1 Practical Activity	Learner guide and other related resources
Instructions to give to the learners	
As per instructions in the Learner guide.	
Type of activity	Resources
5.2 Practical Activity	Learner guide and other related resources
Instructions to give to the learners	
As per instructions in the Learner guide.	
Type of activity	Resources

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.	