



NOF Level: 4

US No: 116303

# Facilitator Guide

## Primary Agriculture

### *Resource Management*

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>	Implement a natural resource management plan		
<b>US No:</b>	<b>116303</b>	<b>NQF Level:</b>	<b>4</b>
		<b>Credits:</b>	<b>3</b>

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"> <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:

- ◆ A learner achieving this unit standard will be able to explain the importance of natural resource management in relation to regional agricultural practices. The learner will be able to incorporate this understanding into the implementation of a natural resource management plan of the farm, which draws on a broader area wide plan.
- ◆ Competent learners will be fully conversant with agricultural regulations and aspects of conservation, providing the basis for the application of quality practices.
- ◆ Learners will gain an understanding of sustainable agricultural practices as applied in the animal-, plant and mixed farming sub fields. This unit standard focuses on the application of natural resource management in primary agriculture.
- ◆ They will be able to participate in, undertake and plan farming practices with knowledge of their environment. This unit standard will instil a culture of maintenance and care for both the environment as well as towards farming infrastructure and operations.

### Learners will also gain basic knowledge of:

- ◆ Principles of natural resources management.
- ◆ Fire fighting (advanced).
- ◆ Data processing techniques.
- ◆ Principles of sustainability.
- ◆ Methods of scheduling.
- ◆ Definitions and terminology.
- ◆ Methods of strategic planning.
- ◆ Basic principles of budgeting.
- ◆ Characteristics of soil types.
- ◆ Rules of gravity.
- ◆ Disasters that occur in the area.
- ◆ Basic knowledge of holistic resource management
- ◆ Environmental impact assessment.
- ◆ Communication techniques.
- ◆ Acts and legislation on "conservation of Agricultural Resources".
- ◆ OHS Act.
- ◆ Natural Resource Conservation Act.
- ◆ The water cycle.
- ◆ The ecosystems.
- ◆ The energy cycle.
- ◆ Principles of sustainability.



## 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>	20 hours	9 hours	11 hours	7
<b>Learner Orientation and "Ice Breaker"</b>	1 hour	0.5 hour	0.5 hour	
<b>Purpose, Introduction and Learner Directions</b>	1 hour	0.5 hour	0.5 hour	
<b>Session 1</b>	7 hours	2.5 hours	4.5 hours	4
<b>Session 2</b>	3 hours	1.5 hours	1.5 hours	1
<b>Session 3</b>	3 hours	1.5 hours	1.5 hours	1
<b>Session 4</b>	3 hours	1.5 hours	1.5 hours	1
<b>Preparation for Assessment &amp; revision</b>	2 hours	1 hour	1 hour	

## 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:
<p><b>Learners are supplied with all resources and aids as required by the programme – including:</b></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 Natural resource management

Learner  
Guide:  
Page 8

After completing this session, the learner should be able to:  
**SO 1: Assess the efficiency of the routine natural resource management practices and/or applications on the farm.**

Concept (SO 1)	Time frame	Activities related to the concept
Veld types, flora and fauna present, ecosystems in the area, are known.	7 Hours	Activities 1.1 – 1.4
Sensitivities relating to endangered or rare/ endemic species are appreciated.		
Management practices are scheduled, monitored and reviewed when appropriate.		

## Tips for the Facilitator



- Assist the learners with veld identification , collect ten different grasses and put it on a poster for the learners to use as guideline – Use Van Oudtshorn’s book about Grasses of South Africa as a guideline
- Make sure the learners know the increaser and decreaser species that is found in their work area
- Make sure the learners are able to identify the different grass species
- Emphasize the importance of proper veld identification and the use thereof in veld management.

My Notes ...

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Session

# 2 Preventative rehabilitation measures

Learner Guide:  
Page 31

After completing this session, the learner should be able to:  
**SO 2: Select and apply (from a range of preventative and/or rehabilitation measures) the most appropriate to the specific regional/local context.**

Concept (SO 2)	Time frame	Activities related to the concept
The degree of deterioration / degradation is taken into account.	<b>3 Hours</b>	<b>Activity 2</b>
The availability of resources is assessed.		
Topography, climate, vegetation and soil are taken into consideration.		
Planned use of the land is taken into account.		

## Tips for the Facilitator



- A land use plan of the area the learners know should be used to explain the concept to them and they must be given the opportunity to draw their own land use plan of correct the problems with the existing one.
- Make sure the learners understand the reasons for different camp layout due to the topography of the farm.
- Identification of the natural resources is important and the use there off.

My Notes ...

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Session

# 3 Strategic plan for the use of natural resources

Learner Guide:  
Page 39

After completing this session, the learner should be able to:  
**SO 3: Contribute to strategic planning in terms of natural resource management as relevant to the farm.**

Concept (SO 3)	Time frame	Activities related to the concept
Verify and process data on natural resource prevalence and conditions.	<b>3 Hours</b>	<b>Activity 3</b>
Analyse data and make recommendations.		
Monitor and evaluate changes in biodiversity over time.		

## Tips for the Facilitator



- Explain with example the keeping of records and the necessity thereof. The use of the grazing records and usage of other natural resources is very important
- Learners should understand the issue between conservation of resources and the needs of the community and how it can be addressed . Example poaching on game farms
- The correct management of natural vegetation is a key element of this session
- Explain legislation with regards to resource utilization and control of veld fires

My Notes ...

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Session

# 4 Scheduled activities to maintain natural resources

Learner Guide:  
Page 42

After completing this session, the learner should be able to:  
**SO 4: Schedule activities related to alien eradication, erosion control, seasonal and climatic conditions, and use of natural resources.**

Concept (SO 4)	Time frame	Activities related to the concept
Above activities are reflected in the year plan.	<b>3 Hours</b>	<b>Activity 4</b>
Activities coincide with agricultural activities and do not clash with the production schedule.		
Tasks are delegated to workers appropriately.		

## Tips for the Facilitator



- Use the work environment of the learners to draw up a plan for scheduled activities and make it applicable to the enterprises they know and can use.
- Let the learners break up the production cycle into its different elements and apply that to the natural resources in the different seasons . This can assist them to understand the seasonal usage of the natural resources
- Give practical examples how erosion can be controlled and prevented
- The learners should get the opportunity to draw a management program for their own situation.

My Notes ...

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## 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.	