



NQF Level: 2 US No: 8964

# Facilitator Guide

## Primary Agriculture

# Effective communication skills

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> Effective communication skills: Write for a defined context	<b>US No:</b> 8964	<b>NQF Level:</b> 2	<b>Credits:</b> 5
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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	48976	2	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48977	2	120	<input type="checkbox"/>
National Certificate in Plant Production	48975	2	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:**

- ◆ Learners credited with this unit standard are able to write to suit a range of contexts. They use complex sentence structures and show some control of style and register. Writers can match the choice of text type, structure, tone and word selection in their writing to the needs of specific audiences. They express themselves reasonably clearly and precisely when writing, and they are willing to explore new forms of writing in thoughtful and organised ways.
- ◆ Learners at this level also use appropriate language in familiar and unfamiliar situations in their writings and in their written observations and responses based on texts they encounter. They use language appropriate to the socio-cultural, learning or workplace/technical environment as required.
- ◆ Learners credited with this unit standard are able to:
  - ◆ Write for a specific purpose and audience
  - ◆ Use grammatical structures and writing conventions to produce coherent and cohesive texts for specific contexts
  - ◆ Adapt language to suit context
  - ◆ Draft and edit own writing.

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

- ◆ At the end of this section of the module learners will be able to describe and reflect on:
- ◆ Apply features and conventions of language.
- ◆ Know and use specific formats and content for the production of written business text

**Learning Assumed to be in Place:**

- ◆ The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF level 1 or GETC language standards.
- ◆ Learners can: write different kinds of texts for a wide range of purposes.



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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# 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>	10 hours	5 hours	5 hours	5
<b>Learner Orientation and "Ice Breaker"</b>	0.5 hour	0.5 hour		
<b>Purpose, Introduction and Learner Directions</b>	0.5 hour	0.5 hour		
<b>Session 1</b>	1 hour	1 hour		
<b>Session 2</b>	2 hours	1 hour	1 hour	1
<b>Session 3</b>	4 hours	1 hour	3 hours	2 - 5
<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 2 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.

# Facilitator's Checklist & Training Aids

<b>Learner support strategies:</b>
<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>	



# 2 Communication planning

Session

**Learner Guide:  
Page 10**

After completing this session, the learner should be able to:  
**SO 2: Use grammatical structures and writing conventions.**

Concept (SO 2)	Time frame	Activities related to the concept
Clear, simple sentences are used.	1 hour Theory 1 hour Practical	Activity 1
A variety of sentence lengths and types are employed where appropriate.		
Paragraphs showing awareness of topic sentence are constructed.		
Punctuation conventions are used appropriately.		
Register is chosen to suit audience and purpose.		
Link devices are used correctly to write sustained pieces.		
Different sentence beginnings and clause structure options are correctly employed.		
Texts are organised and structured so that they have a clearly defined beginning, middle and end.		



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

Type of activity	Resources
Assignment class activity	Learner Guide, stationary, etc
Instructions to give to the learners	
As per instructions in Learner Guide	

**Session**

# 3 Written communication in the business environment

**Learner Guide:**  
**Page 21**

*After completing this session, the learner should be able to:*  
**SO 3: Adapt language to suit context.**  
**SO 4: Draft and edit own writing.**

Concept (SO 3 & 4)	Time frame	Activities related to the concept
Inappropriate language is identified and adapted.	1 hour Theory 3 hours Practical	Activity 2 - 5
Complex ideas are reworded more simply.		
The planning, drafting, editing and redrafting of texts improves its suitability for the intended purpose and audience.		
Cohesive devices to link parts of texts with other parts and to link ideas are checked and adapted to promote overall coherence of the text.		
Major grammatical errors are identified and changes improve structure and readability of text.		
Spelling, punctuation, register, sentence and paragraph structure are checked and corrected where necessary, and the selection of vocabulary is appropriate to content.		
Points of view, where expressed, are supported with a simple range of reasons and facts.		
Sources used in writing are acknowledged and accurately recorded in format appropriate to the task or learning activity.		



# 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.	