



NQF Level: 2 US No: 8967

Assessment Guide

Primary Agriculture

Effective communication skills



Assessor:

Workplace / Company:

Commodity: Date:

Before we start...

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor whom is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the relevant Learner Workbook.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are required during the application of this assessment are available on the website of the AgriSETA and should be strictly adhered to. The assessor must familiarise him/herself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

Title:	Use language and communication in occupational learning programmes		
US No:	8967	NQF Level:	2
		Credits:	5

This unit standard is one of the building blocks in the qualification listed below. Please mark the qualification you are currently assessing, 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 you 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 Assessor:

If you are assessing this module as part of a full qualification or learnership, please ensure that you have familiarized yourself with the content of the qualification.

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SO 2

Instructions to learner:

Class activity

Learner Workbook: Page 14 Facilitator Guide: Page 11

1. Identify and list all the learning resources that you have available to assist you in the learning environment.

Model Answer(s):

- The information could include:
- **Learning material** or textbooks, working books and guides including assessment guides
- Access to **additional information** that can be found in resource centers and libraries – such as magazines, brochures, textbooks.
- **Facilitators or lecturers**
- **Coaches** in the workplace where learning takes place in the work environment
- **Other employees** in the workplace familiar with the vocational area for which learning takes place.
- **Personal resources** that can be used in the learning process such as dictionaries.
- **Other learners** – where group discussions and study groups can add a lot of value to the learning process.

2. Explain how will you use these resources to assist you in the learning environment

Model Answer(s):

A brief and accurate description of the use and application of various resources is required. This could include:

Learning Material or textbooks

Learning material and textbooks provide the theoretical knowledge, explanations and / or instructions enabling skills and competencies and informs the theoretical components of the learning intervention and provides descriptions or steps describing and providing the relevant guidance on how things must be done

Workbooks and guides

Workbooks and guides such as workplace guides or assessment guides support theoretical and instructional information; this type of resource enables the application of skills and competencies and provides valuable information to the learner.

Resource centers and libraries

Resource centers and libraries provide access to additional information that is applicable to the area of learning. Internet facilities, enabling access to information on the World Wide Web.

Personal resources

Personal resources include items such as dictionaries, calculators, computer equipment.

Instructions to learner:

Class activity

Learner Workbook: Page 27 Facilitator Guide: Page 14

Practice note taking skills by summarising and producing a set of notes for the provided text – GLOBAL WARMING

You may use any method that suits your style – and are required to evaluate your note taking by making use of the provided evaluation activity on the page following the provided passage.

Model Answer(s):

Note taking is a fairly personal activity, which is influenced by personal preference and style. The following checklist is provided to assess note taking as per the provided passage.

CHECKLIST FOR EFFECTIVE NOTE TAKING		
CRITERIA	YES	NO
The necessary preparation for note taking is concluded.		
Relevant stationery is used for note taking.		
A suitable method is used for the situation.		
Full sentences are avoided except in the case of definitions and quotations.		
Abbreviations are used effectively		
Notes are taken in outline form.		
Information on OHPs or whiteboards is copied in terms of importance.		
Note taking for discussions are dealt with effectively.		
Attention is paid to points raised at the end of discussions and learning sessions.		
Questions are asked to clarify information.		
A balance is kept between too much and too little information.		
Notes are indicative of the employing of effective listening skills		
Note taking is clear and readability is maintained		
Where used, highlighting and underlining is used effectively		
If used, diagrams and depictions form a cohesive set of notes.		

Instructions to learner:

Assignment

Learner Workbook: Page 34 Facilitator Guide: Page 16

List the different types of questions and develop two questions that can be used to clarify information for each type of question handled in the learning material.

Hand the assignment in for inclusion in your portfolio of evidence.

Model Answer(s):

Note: Learners are required to provide examples from their own reference frameworks.

The following should however be included:

Closed questions

A closed question is a question phrased to obtain a simple yes or a no answer. The advantage of a closed question is that it can confirm a fact in a quick, clear manner – the disadvantage is that it does not allow for additional information from the receiver.

Example: Do you think that we will have to apply safety rules and regulations when cleaning the machine?

Open questions

Open questions have the advantage that it provides an opportunity for an expansion of the information in the answer provided. We can identify a number of open question types and techniques that can be used to ensure that we have the relevant information when not certain that we understood an intended message fully. These include:

Factual

Used to get information or to open up a discussion.

Example: Why is communication in the workplace important?

Explanatory

To obtain reasons or explanations, broaden discussions and to learn additional information.

Example: Can you explain why a lack of communication will impact negatively on performance in the workplace?

Probing

Often used to challenge the information, develop discussions and to get reasoning and proof of information provided.

Example: You say that the instruction was not clear – can you explain what you did not understand?

Leading

A leading type of question can be used to move the information process on or the advance the communication process by suggestion.

Example: If you agree that communication on the task is important – what would the advantage of written communication be in this scenario?

Hypothetical

Used to develop ideas and to the course of the discussion.

Example: If for example, we support the instruction with an operational procedure and job card; will this add value to the process?

Alternative

To make decisions between alternatives, to reach agreement.

Example: Since some of our employees are illiterate, will it help if we use safety symbols rather than notices – or do you feel that a combination of the two will have the best impact?

Mirroring

To test understanding or to convey empathy.

Example: It is a pity that you did not complete the assignment; you do understand however that this will have a negative impact on your preparation for assessment?

Pausing

Used to seek further information, to pressure for a decision.

Example: So when will you hand in the assignment?

Summarising

To get agreement or to pave the way for action.

Example: Since your assessment is to take place tomorrow, and you have no classes scheduled for tomorrow afternoon, could I expect the assignment by four tomorrow or would it be more suitable to hand it in first thing on Friday prior to the assessment taking place?

My Notes ...

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Summative Test and Attitude & Attribute Evaluation

Before the knowledge test is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner, the **Preparation for Your Final Assessment** section in the learner workbook. Learners and assessor should sign off this section to acknowledge that this step was completed.

Please set up a knowledge test from the questions given as a guideline to learners and supply each learner with a test sheet.

Supply each report with the following heading:

Unit Standard:	8967	NQF Level:	2
Learner Name:			

Questions	Model Answers
<p>1. Identify the different resources that can be utilized in the learning environment and explain how each of these can assist you in the learning process.</p>	<ul style="list-style-type: none"> ◆ Learning material or textbooks, working books and guides including assessment guides ◆ Access to additional information that can be found in resource centers and libraries – such as magazines, brochures, textbooks. ◆ Facilitators or lecturers ◆ Coaches in the workplace where learning takes place in the work environment ◆ Other employees in the workplace familiar with the vocational area for which learning takes place. ◆ Personal resources that can be used in the learning process such as dictionaries. ◆ Other learners – where group discussions and study groups can add a lot of value to the learning process.

<p>2. Explain what should be considered in the preparation for taking effective notes in the learning environment.</p>	<ul style="list-style-type: none"> ◆ Planning – identify objectives and ensure relevant stationary ◆ Preparation – pre-read and prepare questions ◆ Taking notes as per the eight rules of effective note taking ◆ Asking questions to clarify ◆ And reviewing notes for clarity and readability.
<p>3. Provide the eight rules of effective note taking.</p>	<ul style="list-style-type: none"> ◆ Do NOT use full sentences. ◆ Use abbreviations ◆ Take notes in outline form ◆ Copy information written on the whiteboard or projected from overhead projectors ◆ Pay attention to points raised at the end of discussions and learning sessions. ◆ Ask questions. ◆ Keep a balance between too much and too little. ◆ Employ effective listening skills
<p>4. Describe the techniques you will use to take notes:</p> <ol style="list-style-type: none"> i. During a class presentation ii. Using material that can be written on iii. Using material that cannot be written on 	<ul style="list-style-type: none"> ◆ Use different note-taking techniques for discussions ◆ Sometimes learning takes place through the use of discussions rather than a formal lecture session. Note taking for discussions are usually more difficult than in the case of formal classes. Take your cue from the facilitator or instructor. Often he or she will pose certain questions or scenarios to get the discussion going – this is usually the key point or main focus for the topic. Listen to the reaction of the facilitator or instructor to comments from the class. ◆ When taking notes of material that can be written on, one will make use of two techniques, underlining and highlighting. Notes, keywords or additional information in the margin of the material could supplement this.

	<ul style="list-style-type: none"> ◆ Taking notes on material that cannot be written on or that you do not want to write on. ◆ Library books, magazines, journal articles and other material that is shared with others and do not belong to you require a different approach. Approach written material as if it is lecture or training session in the classroom. In this event, the techniques for taking notes is applied with the added benefit that you will be able to refer back to the material in front of you to refine your note taking.
<p>5. Explain how note-taking skills can add value in the workplace environment.</p>	<ul style="list-style-type: none"> ◆ Note taking can be applied very effectively in the working environment both in the event of being employed or when you are completing learning and application of skills in the workplace. ◆ Use and apply note-taking techniques to provide yourself with an advantage. Briefing or instruction sessions and meetings can be handled like lectures or classroom discussions. During such sessions or during meetings, this will entail the identification of key topics and making note of the ideas that receive the most emphasis. ◆ Also note down instructions, requirements for practical performance, duties and outputs. Taking notes when being instructed or when others are speaking in a meeting indicates that you are paying attention. Ask relevant questions to clarify and use notes to deal with the environment in an effective manner.

6. Explain how groups should function to add value in the learning environment.

- ◆ Working in groups in the learning environment can add a lot of value to the learning process. Working in a group does not mean that one person does the work whilst the other members of the group get the benefit of this person's efforts without contributing to the work and activities of the group themselves.
- ◆ Lack of meaningful contribution and participation by all members of the group will very quickly become a negative factor in group dynamics because:
 - ◆ The members taking responsibility for work will feel misused
 - ◆ Members doing the work will become overloaded and disillusioned with their group
 - ◆ Members not participating or contributing to the group
 - ◆ This could lead to conflict and ultimately
 - ◆ The breaking up of the group.
- ◆ When working in a group context in the learning and workplace environment it is important to:
 - ◆ Share work and responsibilities on an equal basis
 - ◆ Take turns to lead the group
 - ◆ Take turns to rotate responsibilities such as taking notes, making copies, doing the research, making summaries and so forth.
 - ◆ Take turn to report on group activities
 - ◆ To avoid conflict or to ensure that all members are provided with the opportunity to contribute, it is often necessary to negotiate on issues such as taking turns, using the specific skills of each member and ensuring an equal workload.

	<ul style="list-style-type: none"> ◆ This should be clarified as soon as the group is established to ensure that it is dealt with even before problems or conflict arise. ◆ This type of problem can also arise when a member or some members are so enthusiastic that they do not want to give other members of the group the opportunity to contribute. Although it might be convenient for members at the onset – this approach will also lead to feelings of dissatisfaction and should be avoided. Where teamwork is shared and all members of the group is provided with opportunities to contribute to enable personal growth and making a meaningful contribution, output is also meaningful and value is added to each individual participating in the group.
<p>7. Explain how questioning anxiety can be addressed in the learning environment</p>	<ul style="list-style-type: none"> ◆ The following guidelines may assist to make clarifying a more comfortable issue: ◆ Sit in front of the class ◆ When you sit in front of the facilitator, lecturer or instructor it will be easier to ask questions. In this event it is very unlikely that fellow learners will turn around to “stare” at you – thus alleviating your feelings of anxiety and intimidation. ◆ Write your question down ◆ Writing it down before raising your hand. Writing it down will assist to organise your thoughts and provides a safety net in case you “freeze” for a moment.

	<ul style="list-style-type: none"> ◆ Ask first ◆ Individuals often avoid asking for the fear of their question appearing silly when compared with other questions raised. Be one of the first to ask, as it will ensure that there is enough time to clarify your uncertainty, the issue might not be partially addressed by others and there is no time to compare your question with that of other learners. ◆ Remember – there is no such thing as a stupid question.
<p>8. Describe the types of questions that can be used to clarify issues in the learning environment.</p>	<ul style="list-style-type: none"> ◆ Closed questions ◆ A closed question is a question phrased to obtain a simple yes or a no answer. The advantage of a closed question is that it can confirm a fact in a quick, clear manner – the disadvantage is that it does not allow for additional information from the receiver. ◆ Example: Do you think that we will have to apply safety rules and regulations when cleaning the machine? ◆ Open questions ◆ Open questions have the advantage that it provides an opportunity for an expansion of the information in the answer provided. We can identify a number of open question types and techniques that can be used to ensure that we have the relevant information when not certain that we understood an intended message fully. These include: ◆ Factual ◆ Used to get information or to open up a discussion. ◆ Example: Why is communication in the workplace important?

- ◆ **Explanatory**
- ◆ To obtain reasons or explanations, broaden discussions and to learn additional information.
- ◆ **Example:** Can you explain why a lack of communication will impact negatively on performance in the workplace?
- ◆ **Probing**
- ◆ Often used to challenge the information, develop discussions and to get reasoning and proof of information provided.
- ◆ **Example:** You say that the instruction was not clear – can you explain what you did not understand?
- ◆ **Leading**
- ◆ A leading type of question can be used to move the information process on or the advance the communication process by suggestion.
- ◆ **Example:** If you agree that communication on the task is important – what would the advantage of written communication be in this scenario?
- ◆ **Hypothetical**
- ◆ Used to develop ideas and to the course of the discussion.
- ◆ **Example:** If for example, we support the instruction with an operational procedure and job card; will this add value to the process?
- ◆ **Alternative**
- ◆ To make decisions between alternatives, to reach agreement.
- ◆ **Example:** Since some of our employees are illiterate, will it help if we use safety symbols rather than notices – or do you feel that a combination of the two will have the best impact?

	<ul style="list-style-type: none"> ◆ Mirroring ◆ To test understanding or to convey empathy. ◆ Example: It is a pity that you did not complete the assignment; you do understand however that this will have a negative impact on your preparation for assessment? ◆ Pausing ◆ Used to seek further information, to pressure for a decision. ◆ Example: So when will you hand in the assignment? ◆ Summarising ◆ To get agreement or to pave the way for action. ◆ Example: Since your assessment is to take place tomorrow, and you have no classes scheduled for tomorrow afternoon, could I expect the assignment by four tomorrow or would it be more suitable to hand it in first thing on Friday tomorrow, and you have no classes scheduled for tomorrow afternoon, could I expect the assignment by four tomorrow or would it be more suitable to hand it in first thing on Friday prior to the assessment taking place?
<p>9. Prepare a summary on note taking applying note-taking techniques</p>	<ul style="list-style-type: none"> ◆ Refer to checklist for assessment purposes

Assessment Feedback Form

Comments / Remarks	
<p>Feedback to learner on assessment and / or overall recommendations and action plan for competence:</p>	
<p>Feedback from learner to assessor:</p>	
<p>Assessment Judgement You have been found:</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Not yet competent in this unit standard</p>	<p>Actions to follow:</p> <p><input type="radio"/> Assessor report to ETQA</p> <p><input type="radio"/> Learner results and attendance certification issued</p>
<p>Learner's Signature:</p>	<p>Date:</p>
<p>Assessor's Signature:</p>	<p>Date:</p>
<p>Moderator's Signature:</p>	<p>Date:</p>