



NQF Level: 2

US No: 8967

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:

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

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"> • 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:

- ◆ The purpose of this unit standard is to facilitate learning and to ensure that learners are able to cope with learning in the context of learnerships, skills programmes and other learning programmes. Many adult learners in the FET band have not been in a learning situation for a long time, and need learning and study strategies and skills to enable successful progression.
- ◆ Learners competent at this level will be able to deal with learning materials, to access and use useful resources, to seek clarification and help when necessary, and apply a range of learning strategies. They do this with an understanding of the features and processes of the workplaces of the workplaces and occupations to which their learning programmes refer.
- ◆ Learners credited with this standard are able to:
 - ◆ Find and use suitable learning resources
 - ◆ Use learning strategies
 - ◆ Manage occupational learning programme materials
 - ◆ Plan and gather relevant information for use in a given context
 - ◆ Function in a team
 - ◆ Reflect on how characteristics of the workplace and occupational context affect learning

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:
 - ◆ Skills, strategies and resources that facilitates learning.
 - ◆ Understand the workplace context in which learning will be applied.

Learning Assumed to be in Place:

- ◆ The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge and communication skills laid down in the national curriculum statements up to and including GETC or NQF level 1.



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
Complete Program (including summative assessment)	10 hours	6 hours	4 hours	3
Learner Orientation and "Ice Breaker"	0.5 hour	0.5 hour		
Purpose, Introduction and Learner Directions	0.5 hour	0.5 hour		
Session 1	0.5 hour	0.5 hour		
Session 2	2 hours	1 hour	1 hour	1
Session 3	2 hours	1 hour	1 hour	2
Session 4	0.5 hour	0.5 hour		
Session 5	2 hours	1 hour	1 hour	3
Preparation for Assessment & revision	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

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 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? 	

2 Learning resources

Session

Learner Guide:
Page 9

After completing this session, the learner should be able to:
SO 2: Use learning strategies.

Concept (SO 2)	Time frame	Activities related to the concept
Information is summarised for learning purposes.	1 hour Theory 1 hour Practical	Activity 1
Specific techniques are selected and applied appropriately.		
Relevant questions are asked.		
Texts are read for detail.		
Spoken input is listened to for detail.		
Learning takes place through communicating with others in groups or as individuals.		

Tips for the Facilitator



- The addressing of the activities provided in this class activity will depend largely on the programme for which the learner is enrolled as well as the set-up and infrastructure available at the provider at which a programme is provided.
- Care should be taken that information is aligned to the resources is accurate as per the environment in which the learning intervention is completed.



Please allow learners to complete Activity 1 in their Learner Guides

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

Session 3 Effective note taking

Learner Guide: Page 16 *After completing this session, the learner should be able to:*
SO 3: Manage occupational learning materials.

Concept (SO 3)	Time frame	Activities related to the concept
Occupational learning materials are well organised.	1 hour Theory 1 hour Practical	Activity 2
Layout and presentation of learning materials is understood and used effectively.		
Technical language/terminology is engaged with, and clarification sought if needed.		

Tips for the Facilitator



Note: 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.		

Tips for the Facilitator



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.		

A self-evaluation checklist to enable individual learners to assess effectiveness of their note taking supports the above:

SELF EVALUATION

1. Evaluate your notes

Take a set of notes that you made during a class and evaluate it in the provided evaluation grid. Then assess your evaluation and identify where you should improve on note taking.

NOTE TAKING EVALUATION

STATEMENT	Not at all	Not really	Reasonably well	Well	Really well
I can read my notes without difficulty					
Someone else can read the notes without difficulty					
I can identify the Key or Main ideas when looking at the notes					
Notes are complete, nothing important is outstanding or missing					1
Notes reflect the issues emphasised by the facilitator / instructor					
Key points are clear					
I understand the key points from the notes					

5 Asking questions

Session

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

SO 5: Function in a team.

SO 6: Reflect on how characteristics of the workplace and occupational context affect learning.

Concept (SO 5)	Time frame	Activities related to the concept
Active participation happens in group learning situations.	1 hour Theory 1 hour Practical	Activity 3
Responsibilities in the team are taken up and group work conventions are applied in learning situations.		
Conflict management and negotiating techniques are practised.		
Teamwork results in meaningful products or outcomes.		
Concept (SO 6)	Time frame	Activities related to the concept
Features of the occupational environment are described and discussed.		
Ways in which these features affect learning processes and/or application of learning are described and discussed.		



Please allow learners to complete Activity 3 in their Learner Guides

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

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.	