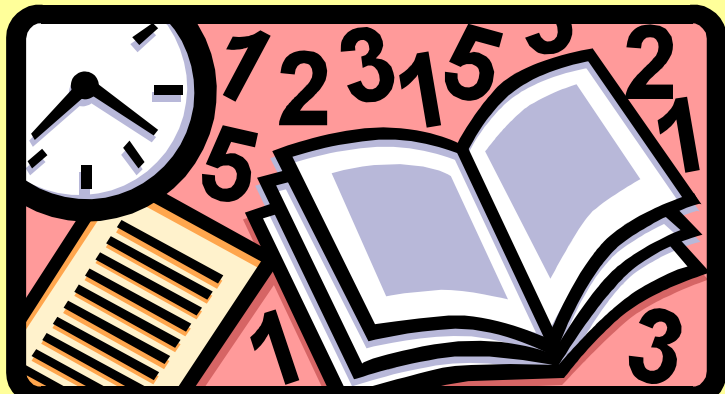


NQF Level: 2 US No: 8967

# Learner Guide

## Primary Agriculture

# Effective communication skills



My name: .....

Company: .....

Commodity: ..... Date: .....

## Before we start...

Dear Learner - This Learner Guide contains all the information to acquire all the knowledge and skills leading to the unit standard:

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

The full unit standard will be handed to you by your facilitator. Please read the unit standard at your own time. Whilst reading the unit standard, make a note of your questions and aspects that you do not understand, and discuss it with your facilitator.

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

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:

Your facilitator should explain the above concepts to you.

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"/>

This Learner Guide contains all the information, and more, as well as the activities that you will be expected to do during the course of your study. Please keep the activities that you have completed and include it in your **Portfolio of Evidence**. Your PoE will be required during your final assessment.

This Learner Guide contains all the information, and more, as well as the activities that you will be expected to do during the course of your study. Please keep the activities that you have completed and include it in your **Portfolio of Evidence**. Your PoE will be required during your final assessment.

## What is assessment all about?

You will be assessed during the course of your study. This is called *formative assessment*. You will also be assessed on completion of this unit standard. This is called *summative assessment*. Before your assessment, your assessor will discuss the unit standard with you.

Assessment takes place at different intervals of the learning process and includes various activities. Some activities will be done before the commencement of the

program whilst others will be done during programme delivery and other after completion of the program.

The assessment experience should be user friendly, transparent and fair. Should you feel that you have been treated unfairly, you have the right to appeal. Please ask your facilitator about the appeals process and make your own notes.

## How to use the activity sheets...

Your activities must be handed in from time to time on request of the facilitator for the following purposes:

- ◆ The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- ◆ It is important that you complete all the activities and worksheets, as directed in the learner guide and at the time indicated by the facilitator.
- ◆ It is important that you ask questions and participate as much as possible in order to play an active roll in reaching competence.
- ◆ When you have completed all the activities and worksheets, hand this workbook in to the assessor who will mark it and guide you in areas where additional learning might be required.
- ◆ You should not move on to the next step in the assessment process until this step is completed, marked and you have received feedback from the assessor.
- ◆ Sources of information to complete these activities should be identified by your facilitator.
- ◆ **Please note** that all completed activities, tasks and other items on which you were assessed must be kept in good order as it becomes part of your **Portfolio of Evidence** for final assessment.

**Enjoy this learning experience!**

# How to use this guide ...

Throughout this guide, you will come across certain re-occurring “boxes”. These boxes each represent a certain aspect of the learning process, containing information, which would help you with the identification and understanding of these aspects. The following is a list of these boxes and what they represent:



**What does it mean?** Each learning field is characterized by unique terms and **definitions** – it is important to know and use these terms and definitions correctly. These terms and definitions are highlighted throughout the guide in this manner.



You will be requested to complete **activities**, which could be group activities, or individual activities. Please remember to complete the activities, as the facilitator will assess it and these will become part of your portfolio of evidence. Activities, whether group or individual activities, will be described in this box.



**Examples** of certain concepts or principles to help you contextualise them easier, will be shown in this box.



The following box indicates a **summary** of concepts that we have covered, and offers you an opportunity to ask questions to your facilitator if you are still feeling unsure of the concepts listed.

## My Notes ...

You can use this box to jot down questions you might have, words that you do not understand, instructions given by the facilitator or explanations given by the facilitator or any other remarks that will help you to understand the work better.

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# What are we going to learn?

<b>What will I be able to do? .....</b>	<b>6</b>
<b>Learning outcomes .....</b>	<b>6</b>
<b>What do I need to know? .....</b>	<b>6</b>
<b>Session 1 Introduction.....</b>	<b>7</b>
<b>Session 2 Learning resources.....</b>	<b>9</b>
<b>Session 3 Effective note taking.....</b>	<b>16</b>
<b>Session 4 Working in groups.....</b>	<b>28</b>
<b>Session 5 Asking questions.....</b>	<b>30</b>
<b>Am I ready for my test? .....</b>	<b>35</b>
<b>Checklist for Practical assessment .....</b>	<b>36</b>
<b>Paperwork to be done .....</b>	<b>37</b>
<b>Bibliography .....</b>	<b>38</b>
<b>Terms &amp; Conditions.....</b>	<b>38</b>
<b>Acknowledgements .....</b>	<b>39</b>
<b>SAQA Unit Standard .....</b>	

## What will I be able to do?

### When you have achieved this unit standard, you 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

## Learning Outcomes

### At the end of this learning module, you must be able to demonstrate a basic knowledge and understanding 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.

## What do I need to know?

### It is expected of the learner attempting this unit standard to demonstrate competence against the unit standard:

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.

Session

1

# Introduction

*After completing this session, you should be able to:*  
**SO 1: Find and use suitable learning resources.**

**In this session we explore the following concepts:**

- ◆ Introduction to language and communication
- ◆ Written format used
- ◆ Verbal format used
- ◆ Applications that are covered

In the learning process we interact with and use language and communication for the transfer of knowledge and skills.

The use of written / printed information as well as the transfer of information through verbal communication forms part of this process both in terms of the provision of information as well as the output required from learners in terms of class work, discussions and the assessment of skills and knowledge forming part of the learning programme and learning process.

Let us consider the form of communication used for the following sources of information and learning activities during the learning process:

TYPE OF INFORMATION OF INTERACTION	WRITTEN FORMAT USED	VERBAL FORMAT USED.
Qualification information	Qualification and unit standards are presented in printed format	Requirements of learning associated with the qualification is discussed and explained.
Learning programme information	Learning material is provided in printed format.  Additional information sourced for learning activities are often used in written format.  Notes are taken for purposes of studying	Discussion of learning programme content, knowledge and information in the classroom is explained using verbal communication.
Learning activities	Activities and outputs required from the learner is provided in printed format as per outcomes requirements	Class discussions and clarifications of requirements are discussed using verbal communication
	Preparation of assignments and activities by learners are done in writing	Feedback and explanations are provided in verbal format.

Practical work	Outcomes requirements and details are provided in writing	Explanations and coaching or demonstrations use verbal discussions.
Assessment	Assessment tools and instructions are provided in written format	Requests, assessment activities and feedback is done verbally

These are obviously only a few examples to stress the fact that learning and in particular outcomes based learning, cannot take place successfully without the use of both written and verbal communication in the learning environment.

The use and application of language and communication within the learning environment requires that we apply the communication skills that we obtained in:

- a. The maintaining and adapting of oral communication
- b. The using and presenting of information from texts
- c. The use of writing for a defined context.

This module aims to integrate the knowledge obtained to assist the learner to use language and communication effectively for purposes of learning in the education, training and development environment.

The following applications are covered in this module:

- Learning resources
- Learning strategies
- Managing learning materials
- ◆ Effective note taking: Taking notes in class
- ◆ Taking notes in the workplace
- ◆ Notes when studying
  - Working in groups
  - Reading skills for retention
  - Listening skills for retention
  - Information gathering
  - Learning in the workplace



Concept (SO 1)	I understand this concept	Questions that I still would like to ask
Relevant learning resources are identified.		
Learning resources are used effectively through appropriate selection of information and acknowledgement of sources.		



# Session 2 Learning resources

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

**In this session we explore the following concepts:**

- ◆ A variety of learning resources
- ◆ Effective use of learning resources
- ◆ Learning Material or textbooks
- ◆ Workbooks and guides
- ◆ Resource centers and libraries
- ◆ Coaches and other employees
- ◆ Personal resources
- ◆ Other learners
- ◆ Other workplace resources

For learning to take place effectively, a variety of resources are provided to learners to enable learning.

These 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.

Also remember that you can access other types of resources in the learning environment. These might include

- 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.

The effective use of these resources will assist you as a learner to make most of the learning opportunity and to complete your learning successfully.

## 2.1 Effective use of learning resources

A resource cannot add value if it is not utilized. The effective utilization of resources is therefore important to enable the adding of value to the learning environment and learning experience. In addition it is important to consider where and how each type of resource will add value in the learning process.

### ■ Learning Material or textbooks

Learning material and / or textbooks can be either provided or must be procured in the learning environment. Learning material and textbooks provide the theoretical knowledge, explanations and / or instructions that will enable you to obtain the necessary skills and competencies required to reach a competence judgement associated with the meeting of outcomes and assessment criteria for a qualification or learning intervention.

This type of resource more than often informs the theoretical components of the learning intervention and is usually what we study for purposes of assessment where knowledge is applicable.

Textbooks or learning material can also provide descriptions or steps describing and providing the relevant guidance on how things must be done – this is usually information associated with the application of knowledge for practical competencies incorporated in a learning programme. In this event it may provide the criteria or steps or process to be followed to reach a practical outcome.

It is important to understand the way that learning material is compiled. The layout and presentation of material when used effectively can add value to the learning strategy and the effectiveness in which information is accessed and used.

#### ◆ Content page

The content page of a textbook or learning material provides information on the different parts, modules or units of information contained in the book.

This is usually divided into headings, sub-headings and in some cases even sub-sub-headings with relevant page referencing.

It is always useful to scan the content page of a textbook or learning material to form an overview of the content. In this event, you will be able to find the correct information easily without paging around in an undisciplined fashion.

### ◆ Index

The index in a textbook is usually found at the end of the publication as it provides in alphabetical order, a list of the topical areas of important concepts in the publication with all the relevant pages where reference is made to the specific topic.

When specific information is required in for example conducting research, specific topics or topic contexts can be found here to enable quick referral to the information so that it is not necessary to read the whole book in order to find a specific paragraph.

### ◆ Glossaries

A glossary is a list of words contained in the textbook or learning material with an explanation or definition of the meaning of such a word.



The following serves as an example:

- E-mail: electronic mail, a system of communication that permits users to send and receive messages via the Internet.
- Electives: qualification components that are not compulsory but for which a certain number of credits from this component should be selected according to the rules of combination in a qualification.
- Evaluation: an assessment of the match between a product or activity and the criteria it was intended to meet.

### ◆ Technical language or terminology

Most areas of learning and most working environments of disciplines have words and terminology very specific to that discipline or environment. It is necessary to know technical language and terminology to communicate effectively so that everyone understands exactly what is meant.

If in doubt, find out what words mean in order to use them correctly and in the correct context.

## ■ Workbooks and guides

Workbooks and guides such as workplace guides or assessment guides often 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

Depending on your area and level of study, resource centers and libraries provide access to additional information that is applicable to the area of learning. Additional information is often sourced, used and analyzed to provide additional depth and opportunities for self-study in a particular area of learning.

Some organizations also provide access to Internet facilities, enabling learners' access to information on the World Wide Web – information that can add a lot of value in the learning process.

It is important to utilize resource centers and libraries effectively. Ask your resources center assistant of the library to assist you with the necessary information on services to enable optimum use of this type of resource.

### ■ Coaches and other employees

Where learning takes place in the workplace, and in particular for specific types of provision such as learnerships – coaches and mentors are appointed to assist learners with the skills and competencies that they need to obtain in the workplace environment.

A coach is an individual that will assist with specific activities through:

- a. Explaining the task
- b. Demonstrating the task
- c. Providing guidance whilst you attempt the task for the first time
- d. Correcting mistakes or providing guidance where task completion did not meet requirements
- e. Assisting to ensure that the task is mastered with the relevant level of competence.

Other employees in the workplace is a valuable resource in terms of information and the clarification of tasks or requirements associated with competencies that needs to be mastered. Ask for assistance, explanations, clarification, sources of information, forms, the correct method and other information that can assist with the mastering of skills and competencies according to the identified standard in the workplace environment.

### ■ Personal resources

Personal resources such as dictionaries are very useful in the learning environment in particular to look up words where you are not certain of the meaning. Also use your dictionary to check the spelling of words when preparing assignments or tasks. There is no excuse for words that are incorrect. It leaves a sloppy and uncaring impression if care is not taken to ensure correct spelling.

Where work is completed in the workplace environment, this is even more important.

If you prepare work on a computer – make use of the tools used for the checking of spelling and grammar to ensure that your work is neat and professional when presented.

### ■ Other learners

Other learners and classmates are a wonderful source for discussions, clarification of detail and teamwork in the learning environment. The establishment of study-groups can add a lot of value to the learning environment.

**Other workplace resources**

Resources in the workplace will depend largely on the type of working environment as well as the type of learning programme that an individual is participating in. It is however very important that the necessary resources, in particular tools and equipment required for practical tasks is available in the working environment.

Where a learner is for example learning to be a secretary, a desk, chair, computer, telephone, fax, filing system, stationery and Internet access could be cardinal to the work environment.

These resources are job and skill specific by nature – and will as mentioned differ depending on the environment and specific area of learning.



Please complete Activity 1 at the end of this session.

**My Notes ...**

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Concept (SO 2)	I understand this concept	Questions that I still would like to ask
Information is summarised for learning purposes.		
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.		

**My Notes ...**

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**1**

**SO 2 AC 1 - 6**

**Instructions:**

Class activity

My Name:

My Workplace:

My ID Number:

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

Dashed box for writing the answer to question 1.

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

Dashed box for writing the answer to question 2.

[Dashed box for writing]

3. Identify the workplace resources required for the learning programme that you are participating in.

[Dashed box for writing]

**Facilitator comments:**

**Assessment:**

**My Notes ...**

[Dotted lines for writing]

## Session

# 3 Effective note taking

*After completing this session, you should be able to:*  
**SO 3: Manage occupational learning materials.**

**In this session we explore the following concepts:**

- ◆ Preparation
- ◆ Taking notes
- ◆ Rules for effective note taking
- ◆ Note taking when studying
- ◆ Using diagrams for note taking
- ◆ Note taking in the workplace

Note taking is a skill. Effective note taking requires preparation and planning and does not mean writing down every word that the facilitator or instructor speaks.

## 3.1 Preparation

Good note taking that will add value to dealing effectively with learning programmes require planning. In order to plan for good note taking it is important that you:

- ◆ Identify the objectives of the learning module

It is important to identify the aim or objective of a specific area of learning. This is usually found in the outcomes requirements for a module or unit of learning.

- ◆ Consider once again the outcomes or objectives of this module:
  - Find and use suitable learning resources
  - Use learning strategies
  - Manage occupational learning programme materials
  - Plan and gather relevant information to use in a given context
  - Function in a team within a learning context
  - Reflect on how characteristics of the workplace and occupational context affect learning.



These outcomes clarify the main areas of importance in the module. Note taking will therefore focus in particular on these areas.

- ◆ Complete assignments and pre-reading before the learning session.

Prepare for a unit of learning by pre-reading the scheduled learning unit in advance. This will provide you with an overview of what is important, and prepare you to clarify areas that you do not understand in the learning environment by asking the correct questions, clarifying words that you are not familiar with in advance to enhance your understanding of the unit of learning.

- ◆ Note-taking tools

Select suitable paper and writing tools. A pen is normally better than a pencil as the writing is clearer and brighter and thus easier for studying. The use of different colours can assist – one for key points and the other for material copied from the whiteboard for example.

Use loose –leave punched notebooks and use only one side of the page for writing to use when you are studying. One method of providing opportunity for using notes actively in the studying process is to make space on the page for later use when learning notes. This is done by drawing a line approximately five centimetres from the right hand side of the page and keeping notes only to the right of that line:

NOTES	FOR STUDY USE
Write notes only on this side of the line	Use this side to add ideas, keywords and memory bridges when studying.

## 3.2 Taking notes

Do you find that you start writing as quickly and as much of the facilitator’s words as quickly as you can as soon as a class starts? This approach will result in simply duplicating what you hear. The success of note taking is active listening. Active listening is focussing on what is said, making sense of the information, thinking about it and only recording what is necessary.

Not every word or sentence from a facilitator or lecturer is equally important. What are important are the key ideas and main points. Beside the key point information communicated consist of explanation and information that expands on the key idea.

Remember how we identified the topic sentence in dealing effectively with written texts?

- ◆ Consider the following paragraph:

Refiloe suddenly found herself facing the elephant. Her legs felt swollen and tired, her tongue dry. She could hear her heart thumping in her chest. She closed her

eyes and waited for the last sound that she would ever hear; that mighty trumpet. But nothing came.

- ◆ The topic sentence in this paragraph is the first sentence.
- ◆ **Refiloe suddenly found herself facing the elephant.**

This sentence gives the central idea around which the rest of the paragraph is built. The sentences following the topic sentence only expand on what you already know. (The fact that Refiloe was facing the elephant) If you were to take the topic sentence out, then the rest of the paragraph would no longer make sense. Without the topic sentence, the paragraph reads as follows:

*Her legs felt swollen and tired, her tongue dry. She could hear her heart thumping in her chest. She closed her eyes and waited for the last sound that she would ever hear; that mighty trumpet. But nothing came.*

The topic sentence provides the essential information for a summary. A summary should be built around the topic sentences extracted from each paragraph.

In a similar way – the key idea forms the topic sentence for what is communicated. The key idea therefore becomes the focus of note taking. The main responsibility of the listener when taking notes is to distinguish the main ideas from the supporting information. The way we do this is listening for key words. Most facilitators or instructors know what is important in their presentations – and indicate this by using clues such as:

- “Do not forget....”
- “Remember that....”
- “ It is important to note....”
- “The most important thing to consider....”
- “You need to know....”

Another important sign is repetition. If a facilitator, lecturer or instructor, repeats information of a topic in several ways it is a clear indication that the information under discussion is important. Listening also entails listening for what is NOT said. If a topic is not covered in the learning environment or is only presented fleetingly you can infer the relative importance in comparison with other areas that are being emphasised.

### 3.3 Rules for effective note taking

#### ■ Do NOT use full sentences.

When taking notes write in phrases using key words and terms. Use full sentences only for definitions or quotes that the facilitator / lecturer clearly wants you to know word for word.



Consider the following extract from a theory session in class:

*The Chisel plow is a common tool to get deep tillage with limited soil disruption. The main function of this plow is to loosen and aerate the soils while leaving crop residue at the top of the soil. This plow can be used to reduce the effects of compaction and to help break up plowpan and hardpan. Unlike many other plows the chisel will not invert or turn the soil. This characteristic has made it a useful addition to no-till and limited-tillage farming practices which attempt to maximize the erosion prevention benefits of keeping organic matter and farming residues present on the soil surface through the year. Because of these attributes, the use of a chisel plow is considered by some to be more sustainable than other types of plow, such as the moldboard plow. (Number of words: 135)*

If you were taking notes, you might produce the following

**NOTES**

**Chisel plough**

More suitable – than e.g. moldboard plough. Why?

Deep tillage and little soil disruption. Function: loosen and aerate soil (crop residue on top)

Reduced effects of compaction (break up plowpan & hardpan) Will not invert / turn soil.

Adds value to maximise erosion prevention – keeps organic matter and residue on surface.

*(Number of words: 55)*

**FOR STUDY USE**

**Use abbreviations**

Use abbreviations to speed up note taking. Some of the most common abbreviations used include:

TERM	ABBREVIATION	TERM	ABBREVIATION
and	<b>&amp; or +</b>	Care of	<b>C/o</b>
percent	<b>%</b>	That is	<b>i.e.</b>
No good	<b>n.g.</b>	Page	<b>p.</b>
More than	<b>&gt;</b>	With	<b>w/</b>
Leads to, Results in	<b>-&gt;</b>	Without	<b>W/o</b>
For example	<b>e.g.</b>	Important	<b>!!</b>
Equal to	<b>=</b>	As a result of	<b>&lt;-</b>
Number	<b>#</b>	At	<b>@</b>
And so forth	<b>Etc.</b>	Compared with	<b>c/w</b>
Less than	<b>&lt;</b>	Versus	<b>Vs.</b>

**Take notes in outline form**

An outline form is a summary that uses short phrases and indicates the relationship between concepts through the use of indentations. Outlining serves a number of functions. It forces you to determine structure and organises key points and connections that will assist in remembering information better. The effort involved also ensures that the mind does not drift easily.

### ■ Copy information written on the whiteboard or projected from overhead projectors

Where a facilitator took the time to display information in class – it certainly stresses that the information is regarded as important. This is specifically true for definitions, quotations, phrases and formulas. Information displayed usually has value in terms of possible areas for assessment.

### ■ 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.

### ■ Pay attention to points raised at the end of discussions and learning sessions.

Summaries provided in the classroom are always worth including in notes.

### ■ Ask questions.

Raising questions will assist you to evaluate, clarify and understand. It will also increase your involvement in the class as a whole.

### ■ Keep a balance between too much and too little.

The key to effective note taking is to keep a balance between too much and too little. By paying close attention in the classroom, being alert and involved in the class you will make most of note-taking techniques.

### ■ Employ effective listening skills

#### Techniques for good listening

The following are some guidelines that will assist you in becoming a good listener.

- Motivate yourself to listen properly. This can become second nature after a while.
- Listen with empathy. This means trying to understand someone else's point of view, even if you don't agree with it.
- Listen without pre-judging the contents of the message because of your own prejudices.
- Listen to the whole message, and ensure that you have identified the key facts. Since we think faster than we speak, use the spare time to summarise what the speaker has said.
- Listen critically. Engage your brain in evaluating the message so you can appropriately respond to it

- Ask questions to ensure that you have the correct facts
- Don't interrupt the speaker. Listen actively to the end, then ask questions or query matters.
- Get into a position that aids listening. For example, lean forward in your chair or face the speaker.

## 3.4 Note taking when studying

When taking study notes from learning material resources such as textbooks, magazines, journals and websites a variety of strategies can be employed. The approach followed will depend on whether you are able to write on the material you wish to take notes on, or not.

### ■ Taking notes on material that can be written on

You may wish to create study notes on material that is yours – through the use of annotations, (which could include comments, explanations or remarks) underlining, highlighting or writing in the margins.

Any notes, once again, should be able to stand on their own and add value to the studying and learning process.

**Annotations** – can be used effectively to include comments, explanations, remarks or examples used in the lecture situation to recall the information.

**Underlining** - should be restricted to the main topic or idea for the module of learning, which can be followed by the underlining of the relevant support information. Do not underline everything. Underlining in this event becomes a substitute for written notes – or can be translated into notes or a summary.

Refer back to our previous example:



Consider the following extract from a theory session in class:

*The Chisel plow is a common tool to get deep tillage with limited soil disruption. The main function of this plow is to loosen and aerate the soils while leaving crop residue at the top of the soil. This plow can be used to reduce the effects of compaction and to help break up plowpan and hardpan. Unlike many other plows the chisel will not invert or turn the soil. This characteristic has made it a useful addition to no-till and limited-tillage farming practices which attempt to maximize the erosion prevention benefits of keeping organic matter and farming residues present on the soil surface through the year. Because of these attributes, the use of a chisel plow is considered by some to be more sustainable than other types of plow, such as the moldboard plow.*

Your underlining may look something like this:

*The Chisel plow is a common tool to get deep tillage with limited soil disruption. The main function of this plow is to loosen and aerate the soils while leaving crop residue at the top of the soil. This plow can be used to reduce the effects of compaction and to help break up plowpan and hardpan. Unlike many other plows the chisel will not invert or turn the soil. This characteristic has made it a useful addition to no-till and limited-tillage farming practices which attempt to maximize the erosion prevention benefits of keeping organic matter and farming residues present on the soil surface through the year. Because of these attributes, the use of a chisel plow is considered by some to be more sustainable than other types of plow, such as the moldboard plow.*

Highlighting - can be used as a substitute for underlining or can refine summary of notes by underlining. In some instances highlighting can be incorporated in notes to emphasise important areas in the preparation for, for example specific questions.

It is obviously possible to integrate and use all of these methods together to assist you in the studying process. The use of these methods usually becomes a personal system where personal preferences should assist you with the handling of learning material in learning programmes.

An integrated approach could really add benefit:

Here is an example of the same passage where a combination of the techniques have been used:



**TEXT**

The Chisel plow is a common tool to get deep tillage with limited soil disruption. The main function of this plow is to loosen and aerate the soils while leaving crop residue at the top of the soil. This plow can be used to reduce the effects of compaction and to help break up plowpan and hardpan. Unlike many other plows the chisel will not invert or turn the soil. This characteristic has made it a useful addition to no-till and limited-tillage farming practices which attempt to maximize the erosion prevention benefits of keeping organic matter and farming residues present on the soil surface through the year. Because of these attributes, the use of a chisel plow is considered by some to be more sustainable than other types of plow, such as the moldboard plow.

**MARGIN NOTES**

Chisel – 3 reasons > useful than Moldboard

- Loosen an aerate
- Crop residue on top
- Reduces compaction (plowpan & hardpan)

How – does not invert or turn soil. Adds value to no and limited tillage farming Why NB? Prevents erosion – residue and org matter kept on surface. More sustainable

■ **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.

### 3.5 Using diagrams for note taking

A very useful technique for note taking is the use of concept maps or spider web diagrams.

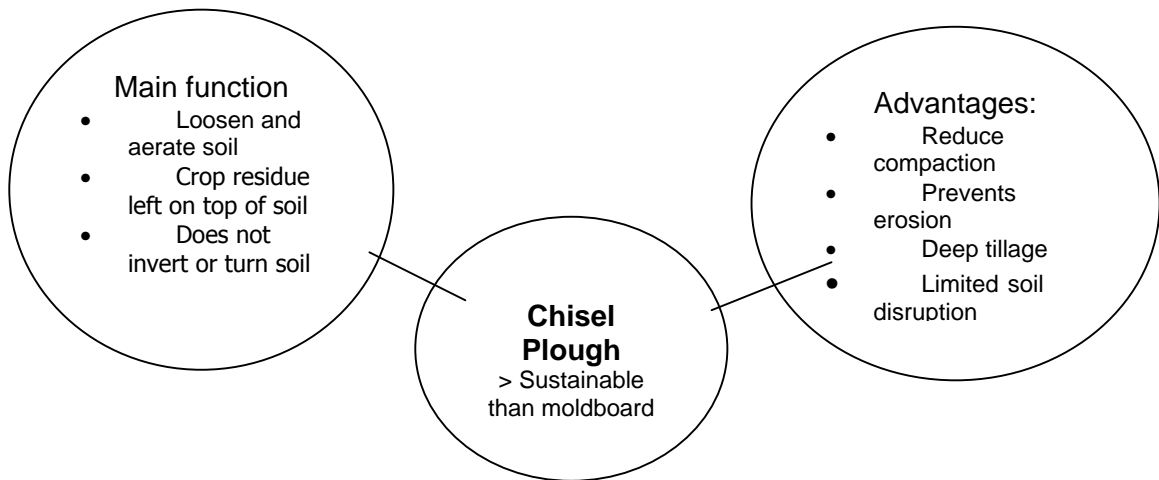
This method structures written material by graphically grouping and connecting key ideas and themes. The difference between notes or an outline and concept mapping is that the concept map illustrates how ideas fit together in a visual way. It is thus almost a picture summary of the information.

Each idea is placed in a different part of the map and related ideas are clustered near it. The structure and appearance of this method is not as rigid as that of the outline or note but looks similar to a "spider web" or depiction of the solar system,

with the key topic or main idea in the centre and related ideas surrounding the main idea.

The advantage of this approach is that it forces the individual to rethink material in learning material of class notes in a new style and assists the individual to tie information together.

Our previous example on the Chisel Plough is used again to illustrate the technique. A diagram summary of this passage may possibly look something like this:



The more information that can be clustered into information summaries, the more the number of attachments to the main theme will be. In this instance we summarised a relatively short passage, with the result that only two “attachments” were required.

### 3.6 Note taking in the workplace

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.





Please complete Activity 2 at the end of this session.

**My Notes ...**

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**GLOBAL WARMING**

Global warming is the observed increase in the average temperature of the Earth's atmosphere and oceans in recent decades and the projected continuation of rising temperatures. Models referenced by the Intergovernmental Panel on Climate Change (IPCC) predict that global temperatures are likely to increase by 1.1 to 6.4 °C (2.0 to 11.5 °F) between 1990 and 2100. The uncertainty in this range results from both differing future greenhouse gas emission scenarios and uncertainties regarding climate sensitivity.

Global average near-surface atmospheric temperature rose  $0.6 \pm 0.2$  °Celsius ( $1.1 \pm 0.4$  °Fahrenheit) in the 20th century. The prevailing scientific opinion on climate change is that "most of the observed increase in globally averaged temperatures since the mid-20th century is very likely due to the observed increase in anthropogenic greenhouse gas concentrations which leads to warming of the surface and lower atmosphere by increasing the greenhouse effect. Greenhouse gases are released by activities such as the burning of fossil fuels, land clearing, and agriculture. Other phenomena such as solar variation have had smaller but non-negligible effects on global temperature trends since 1950.

An increase in global temperatures can in turn cause other changes, including a rising sea level and changes in the amount and pattern of precipitation. These changes may increase the frequency and intensity of extreme weather events, such as floods, droughts, heat waves, hurricanes, and tornados. Other consequences include higher or lower agricultural yields, glacier retreat, reduced summer streamflows, species extinctions and increases in the ranges of disease vectors. Warming is expected to affect the number and magnitude of these events; however, it is difficult to connect particular events to global warming. Although most studies focus on the period up to 2100, even if no further greenhouse gases were released after this date, warming (and sea level) would be expected to continue to rise for more than a millennium, since CO<sub>2</sub> has a long average atmospheric lifetime.

Remaining scientific uncertainties include the exact degree of climate change expected in the future, and especially how changes will vary from region to region across the globe. A hotly contested political and public debate has yet to be resolved, regarding whether anything should be done, and what could be cost-effectively done to reduce or reverse future warming, or to deal with the expected consequences. Most national governments have signed and ratified the Kyoto Protocol aimed at combating global warming.

**SELF EVALUATION**

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 note					
Only important points are included					
I will be able to remember the important issues in class from the notes in two month's time					

AREAS WHERE MY NOTE-TAKING CAN IMPROVE:



Concept (SO 3)	I understand this concept	Questions that I still would like to ask
Occupational learning materials are well organised.		
Layout and presentation of learning materials is understood and used effectively.		
Technical language/terminology is engaged with, and clarification sought if needed.		



**2**

**SO 3 AC 1 - 3**

**Instructions:**  
Class activity

My Name:

.....

My Workplace:

.....

My ID Number:

.....

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.

[Large dashed rectangular box for note-taking]

**Facilitator comments:**

**Assessment:**

## Session

# 4 Working in groups

*After completing this session, you should be able to:*

**SO 4: Plan and gather relevant information for a given context.**

**In this session we explore the following concepts:**

◆ Working in groups

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. 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



## Session

# 5 Asking questions

*After completing this session, you should be able to:*

**SO 5: Function in a team.**

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

**In this session we explore the following concepts:**

- ◆ Types of questions
- ◆ Closed questions
- ◆ Open questions

Asking questions to clarify information or your understanding of issues, tasks, concepts or the learning requirements can be a daunting task. In some cases individuals may suffer from "stage fright" or feel self-conscious or afraid to ask questions in front of a lot of people.

The asking of questions is in fact one of the most important things you can do in the learning environment as well as the workplace environment

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.

## ■ 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.

## 5.1 Types of questions

The following types of questions can be identified:

### ■ 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?



Please complete Activity 3 at the end of this session.

**My Notes ...**

.....

.....

.....

.....

.....

.....



Concept (SO 5)	I understand this concept	Questions that I still would like to ask
Active participation happens in group learning situations.		
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)	I understand this concept	Questions that I still would like to ask
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.		



**3**

**SO 5 & 6  
AC 1 - 6**

**Instructions:**  
Assignment

My Name:

My Workplace:

My ID Number:

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.

[Large dashed-line box for writing the assignment]

**Facilitator comments:**

**Assessment:**

## Am I ready for my test?

- ◆ Check your plan carefully to make sure that you **prepare in good time**.
- ◆ You have to be found **competent** by a qualified **assessor** to be declared competent.
- ◆ Inform the assessor if you have any **special needs** or requirements **before** the agreed date for the test to be completed. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally.
- ◆ Use this worksheet to help you prepare for the test. These are **examples of possible questions** that might appear in the test. All the information you need was taught in the classroom and can be found in the learner guide that you received.

1. **I am sure** of this and understand it well
2. **I am unsure** of this and need to ask the Facilitator or Assessor to explain what it means

Questions	1. I am sure	2. I am unsure
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.		
2. Explain what should be considered in the preparation for taking effective notes in the learning environment.		
3. Provide the eight rules of effective note taking.		
4. Describe the techniques you will use to take notes: <ol style="list-style-type: none"> <li>i. During a class presentation</li> <li>ii. Using material that can be written on</li> <li>iii. Using material that cannot be written on</li> </ol>		
5. Explain how note-taking skills can add value in the workplace environment.		
6. Explain how groups should function to add value in the learning environment.		
7. Explain how questioning anxiety can be addressed in the learning environment		
8. Describe the types of questions that can be used to clarify issues in the learning environment.		
9. Prepare a summary on note taking applying note-taking techniques		

## Checklist for practical assessment ...

Use the **checklist** below to help you prepare for the part of the practical assessment when you are observed on the **attitudes** and **attributes** that you need to have to be found competent for this learning module.

Observations	Answer Yes or No	Motivate your Answer (Give examples, reasons, etc.)
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- ◆ The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- ◆ The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- ◆ You will be asked to give your own feedback and to sign this document.
- ◆ **It will be placed together with this completed guide in a file as part of your portfolio of evidence.**
- ◆ The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.

# Paperwork to be done ...

Please assist the assessor by filling in this form and then sign as instructed.

Learner Information Form				
Unit Standard	<b>8967</b>			
Program Date(s)				
Assessment Date(s)				
Surname				
First Name				
Learner ID / SETA Registration Number				
Job / Role Title				
Home Language				
Gender:	Male:		Female:	
Race:	African:	Coloured:	Indian/Asian:	White:
Employment:	Permanent:		Non-permanent:	
Disabled	Yes:		No:	
Date of Birth				
ID Number				
Contact Telephone Numbers				
Email Address				
Postal Address				Signature:

## Bibliography

### ■ Books:

1. Fielding, M. (2003) Effective Communication in Organisations, Juta & Co (Pty) Ltd South Africa. ISBN 0-7021 4236 0.
2. Erasmus-Kritzinger, L.E, Bowler, A. and Goliath D (2002) Effective Communication: Getting the message across in business, Afritech South Africa. ISBN 1-874940-45
3. Feldman R.S, (2002) Power Learning: Strategies for Success in College and Life 2<sup>nd</sup> edition, Mc Graw Hill Higher Education, New York. ISBN 0-07-248070-X.
4. Christophersen P, Sandved A.O, (1969) An Advanced English grammar, Macmillan Press London. ISBN 0 333 10643 1.

### ■ World Wide Web:

1. Wikipedia, the free encyclopedia <http://en.wikipedia.org> vir die insetsels oor die ontwikkeling van die ploeg asook die twee foto's.
2. <http://www.africanfarmthemovie.com/schools.htm#afop> vir die gedeelte oor die skool projek – Story of an african farm.

## Terms & Conditions

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# Acknowledgements

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### REGISTERED UNIT STANDARD:

#### Use language and communication in occupational learning programmes

SAQA US ID	UNIT STANDARD TITLE		
8967	Use language and communication in occupational learning programmes		
SGB NAME		REGISTERING PROVIDER	
SGB GET/FET Language and Communication			
FIELD	SUBFIELD		
Field 04 - Communication Studies and Language	Language		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 2	5
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Passed the End Date - Status was "Reregistered"	2004-10-13	2006-02-09	SAQA 0356/04

#### PURPOSE OF THE UNIT STANDARD

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

#### LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

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.

#### UNIT STANDARD RANGE

Learning materials appropriate to the learners in a given context.



Specific range statements are provided in the body of the unit standard where they apply to particular outcomes or assessment criteria.

## **Specific Outcomes and Assessment Criteria:**

### **SPECIFIC OUTCOME 1**

Find and use suitable learning resources.

#### **ASSESSMENT CRITERIA**

##### **ASSESSMENT CRITERION 1**

1. Relevant learning resources are identified.

##### **ASSESSMENT CRITERION RANGE**

Resource centres, dictionaries, internet, other learners.

##### **ASSESSMENT CRITERION 2**

2. Learning resources are used effectively through appropriate selection of information and acknowledgement of sources.

### **SPECIFIC OUTCOME 2**

Use learning strategies.

#### **ASSESSMENT CRITERIA**

##### **ASSESSMENT CRITERION 1**

1. Information is summarised for learning purposes.

##### **ASSESSMENT CRITERION 2**

2. Specific techniques are selected and applied appropriately.

##### **ASSESSMENT CRITERION RANGE**

Mind maps, note taking, memorising, key words, underlining, skimming and scanning.

##### **ASSESSMENT CRITERION 3**

3. Relevant questions are asked.

##### **ASSESSMENT CRITERION RANGE**

Checking understanding, clarifying meaning, getting information, asking for help.

##### **ASSESSMENT CRITERION 4**

4. Texts are read for detail.

##### **ASSESSMENT CRITERION 5**

5. Spoken input is listened to for detail.

##### **ASSESSMENT CRITERION 6**

6. Learning takes place through communicating with others in groups or as individuals.

**ASSESSMENT CRITERION RANGE**

Facilitators, other learners, colleagues.

**SPECIFIC OUTCOME 3**

Manage occupational learning materials.

**ASSESSMENT CRITERIA****ASSESSMENT CRITERION 1**

1. Occupational learning materials are well organised.

**ASSESSMENT CRITERION RANGE**

Texts, handouts, textbooks, charts, maps, plans, and diagrams.

**ASSESSMENT CRITERION 2**

2. Layout and presentation of learning materials is understood and used effectively.

**ASSESSMENT CRITERION RANGE**

Index, contents page, or glossaries are used effectively.

**ASSESSMENT CRITERION 3**

3. Technical language/terminology is engaged with, and clarification sought if needed.

**SPECIFIC OUTCOME 4**

Plan and gather relevant information for a given context.

**ASSESSMENT CRITERIA****ASSESSMENT CRITERION 1**

1. Appropriate or relevant topic and scope is identified and defined.

**ASSESSMENT CRITERION 2**

2. Information gathering steps are planned and sequenced appropriately.

**ASSESSMENT CRITERION 3**

3. Information gathering techniques are applied.

**ASSESSMENT CRITERION RANGE**

Gathering information, reading, interviewing, using appropriate electronic sources.

**ASSESSMENT CRITERION 4**

4. Information is sifted for relevance.

**ASSESSMENT CRITERION 5**

5. Information is classified, categorised and sorted.

**ASSESSMENT CRITERION 6**

6. Conclusions are presented in the appropriate format.

**SPECIFIC OUTCOME 5**

Function in a team.

**ASSESSMENT CRITERIA****ASSESSMENT CRITERION 1**

1. Active participation happens in group learning situations.

**ASSESSMENT CRITERION RANGE**

Discussions, activities, workshops.

**ASSESSMENT CRITERION 2**

2. Responsibilities in the team are taken up and group work conventions are applied in learning situations.

**ASSESSMENT CRITERION RANGE**

Turn taking, rotation of roles: conducting, chairing, recording, and reporting.

**ASSESSMENT CRITERION 3**

3. Conflict management and negotiating techniques are practised.

**ASSESSMENT CRITERION 4**

4. Teamwork results in meaningful products or outcomes.

**SPECIFIC OUTCOME 6**

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

**ASSESSMENT CRITERIA****ASSESSMENT CRITERION 1**

1. Features of the occupational environment are described and discussed.

**ASSESSMENT CRITERION RANGE**

Workplace/occupational focus:

Services, manufacturing, financial, educational.

Organisation type:

Government, parastatal, heavy/light industry, large organisation, small business.

**ASSESSMENT CRITERION 2**

2. Ways in which these features affect learning processes and/or application of learning are described and discussed.

**ASSESSMENT CRITERION RANGE**

Technological resources, communication resources, communication strategies and multilingual needs in relation to necessary client or colleague interaction.

**UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

Providers of learning towards this unit standard will need to meet the accreditation requirements of the GENFETQA.

Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard.

**UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

Learners can understand and explain that language has certain features and conventions, which can be managed for learning purposes. Learners are aware that there are skills, strategies and resources, which will facilitate learning. They are familiar with the workplace context in which their learning will be applied.

**Critical Cross-field Outcomes (CCFO):****UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems: using learning programme material and learning tasks to solve problems.

**UNIT STANDARD CCFO WORKING**

Working effectively with others and in teams: using interactive speech and roles in activities, discussions and projects.

**UNIT STANDARD CCFO ORGANIZING**

Organise and manage oneself and one's activities responsibly and effectively: through organisation of learning materials and assignments.

**UNIT STANDARD CCFO COLLECTING**

Collecting, analysing, organising and critically evaluating information: through application of information processing skills in study.

**UNIT STANDARD CCFO COMMUNICATING**

Communicate effectively using visual, mathematical and/or language skills in formal and informal learning situations.

**UNIT STANDARD CCFO SCIENCE**

Use science and technology effectively and critically: using electronic media for learning.

**UNIT STANDARD CCFO DEMONSTRATING**

Reflect on and explore a variety of strategies to learn more effectively.

**UNIT STANDARD CCFO CONTRIBUTING**

Explore education and career opportunities.

**UNIT STANDARD ASSESSOR CRITERIA**

It should be noted that these 5 credits do not necessarily represent 50 notional hours of learning time for learners. As a standard aimed at facilitating learning, these outcomes should be integrated into the delivery of a specific learning programme. They should also be assessed in context of the specific learning programme, or any workplace training. The assessment of successful application of learning strategies and techniques will be done through integrated assessment in relation to the designated outcomes of the learning programme. The development of assessment tasks aimed directly at assessing these outcomes is optional.

### UNIT STANDARD NOTES

This unit standard has been replaced by unit standard 119460 which is "Use language and communication in occupational learning programmes", Level 2, 5 credits.

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