



NQF Level: 3

US No: 8973

Facilitator Guide

Primary Agriculture

Communications



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:	8973	NQF Level:	3
		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	49048	3	120	<input type="checkbox"/>
National Certificate in Plant Production	49052	3	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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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)	40 hours	22 hours	18 hours	12
Learner Orientation and "Ice Breaker"	1 hour	1 hour	-	-
Purpose, Introduction and Learner Directions	1 hour	1 hour	-	-
Session 1	4 hours	2 hours	2 hours	1 & 2
Session 2	7 hours	2 hours	5 hours	3,4,5 & 6
Session 3	6 hours	2 hours	4 hours	7 & 8
Session 4	8 hours	3 hours	5 hours	Research Project
Session 5	3 hours	2 hours	1 hour	9
Session 6	3 hours	2 hours	1 hours	10 & 11
Preparation for Assessment & revision	7 hours	7 hours	-	-

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 3 should develop learners who demonstrate an ability to:-

- Operate within clearly defined contexts.
- Work and learn within a managed environment.
- Actively contribute to team effectiveness.
- Take position on available information, discuss the issues and reach a resolution; produce a coherent presentation and report, providing explanations for positions taken.
- Summarise and interpret information relevant to the context from a range of sources.
- Use their knowledge to select appropriate procedures to solve problems within given parameters.
- Apply skills in measuring the environment using key instruments and equipment operational literacy and numeracy skills; use basic procedures and operations to complete complex tasks.
- Understand the organisational and operating environment as a system.
- Understand one or more fields or discipline's key concepts and knowledge, in addition to the fundamental areas of study.

Facilitator's Checklist & Training Aids

Learner support strategies:

Learners are supplied with all resources and aids as required by the programme – including:

- 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? 	

Session 1 Learning resources

Learner Guide:
Page 7

After completing this session, the learner should be able to:
SO 1: Know how to access and use suitable learning resources

Concept (SO 1)	Time frame	Activities related to the concept
Know how to access and use suitable learning resources	4 hours	Activity 1 & 2
Relevant learning resources are identified.		
Learning resources are used effectively through appropriate selection of information and acknowledgement of sources.		

Tips for the Facilitator

- Activity 1:**
- The idea of this Activity is to familiarize the learners with the range of resources and the particular characteristics and potential of each kind of resource. Learners may be encouraged to make up more tasks and to tests one another.
- Activity 2:**
- There are no right or wrong answers for most of this Activity. The aim of this Activity is to get learners into the nearest library/resource centre and give them hands-on experience of the environment, the materials and the systems in the centre.
 - The Activity encourages them to consult the librarian. It is therefore advisable that, when this Activity is being scheduled, the library/resource centre be contacted ahead of time and advised of the learners' requirements. This would need to be managed according to context, e.g. set times for particular students may be advisable, assistance may be needed from facilitators etc.
 - In order to establish whether they completed the Activity successfully, a session of self-assessment, feedback and discussion is advised.
 - Key self assessment questions:-
 - Did I go to the resource centre/library?
 - Is it the first time I have been?
 - Did I speak to a librarian or staff member?
 - Did I find 3 relevant magazines?
 - How many of the given sections did I find?

Session

2 Learning strategies

Learner Guide: Page 14 *After completing this session, the learner should be able to:*
SO 2: Know how to use learning strategies

Concept (SO 2)	Time frame	Activities related to the concept
Know how to use learning strategies	7 hours	Activity 3,4,5 & 6
Information is summarized for learning purposes.		
Specific techniques are selected and applied appropriately.		
Relevant questions are asked.		
Texts are read for detail and interpreted and analysed for a given context.		
Spoken input is listened to for detail, interpreted and analysed for a given context.		
Learning takes place through communicating with others in groups or as individuals.		

Tips for the Facilitator

Activity 3:

- This can be a peer assessed Activity.
- The idea of the activity is to familiarize learners with the range of different learning techniques, and to be able to make use of them in different contexts.

Activity 4:

- This assessment standard is clustered with 2.7 (Learning through communicating with others in groups or as individuals)

Tips for the Facilitator

Activity 5:

- The purpose of this activity is to encourage a culture in which not knowing, and asking questions, is acceptable.
- The Activity will need mediation and management. It requires learners to work individually, in pairs then in small groups and finally as a whole class. The learners develop their own questions at the level of word, sentence and concept, and then share these questions. The Activity has no right or wrong answers as regards the questions, as each individual, pair and small group will come up with their own questions. As it is a short passage, however, these are likely to resemble each other. If this passage is not likely to present challenges in understanding to these learners, a more challenging passage may be presented instead of, or in addition to this one.
- Assessment: The Activity is self-assessed according to the given checklist.
- A key skill in this Activity is understanding and applying the distinction between three different kinds of question. The example has introduced this concept, but it is likely to need continuing mediation and possibly more practice before attempting the Activity.
- The text also provides practice in navigating the layout of a typical internet resource.

Activity 6:

- This Activity depends on active listening. The following narrative text can be read twice, once for general comprehension and a second time to allow response to questions. It is advised that the first reading is done before the learners read their questions.
- The type of question (D, I, A) is provided to the learner in this activity.



Please allow learners to complete Activity 3,4,5 & 6 in their Learner Guides

Type of activity	Resources
3. Selecting an appropriate learning technique (Pairs)	Pen and paper
Instructions to give to the learners	
As per instructions in Learner Guide	
Type of activity	Resources
4. Learning through asking questions (individual)	Pen and paper
Instructions to give to the learners	
As per instructions in Learner Guide	
Type of activity	Resources
5. Reading for detail, interpretation, and analysis for a given context (Pairs)	Pen and paper
Instructions to give to the learners	
As per instructions in Learner Guide	
Type of activity	Resources
6. Listening for detail, interpretation, and analysis for a given context	Passage
Instructions to give to the learners	
As per instructions in Learner Guide	

Session **3** Learning materials

Learner Guide:
Page 28

After completing this session, the learner should be able to:
SO 3: Know how to manage occupational learning materials

Concept (SO 3)	Time frame	Activities related to the concept
Know how to manage occupational learning materials	6 hours	Activity 7 & 8
Layout and presentation of learning materials are understood and used effectively.		
Technical language/ terminology is engaged with, and clarification sought if needed.		

Tips for the Facilitator

- Activity 7:**
- This activity has a dual purpose: it requires learners to organize the material for watching video (equipment, time, process) and it also introduces them to some media awareness.
 - If learners do not have access to the required equipment, this can be conducted as a whole-class viewing session, with an adaptation of the organizational requirements.
 - This is a self-assessment task, but the facilitator may choose to have the learners hand in their self-assessment record.
- Activity 8:**
- The learner should bring the prepared book to class ready for B: Starting the glossary.
 - This is a mediated session. The facilitator may adapt the required number of words per learner.
 - The Activity also consolidates the use of varied learning resources when learners verify the meaning of each word.

My Notes ...

.....

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.....

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4

Basic research: Analyses and present findings

Session

Learner Guide:
Page 35

After completing this session, the learner should be able to:
SO 4: Know how to conduct basic research and analyse and present findings

Concept (SO 4)	Time frame	Activities related to the concept
Know how to conduct basic research and analyses and present findings	8 hours	Research Project
Appropriate or relevant topic and scope is identified and defined.		
Research steps are planned and sequenced appropriately.		
Research techniques are applied.		
Information is evaluated for relevance.		
Information is classified, categorized and sorted.		
Research findings are analyzed and presented in the appropriate format.		

Tips for the Facilitator

Research Project:

This whole section is a learner Activity, and the facilitator can provide support in:

- selection of a research topic (examples are given but may need to be adapted/contextualised (Section 4.2)
- approval of a research question (Section 4.2)
- selection of a format for the final presentation e.g. poster, oral or written presentation (Section 4.7)

This is a checklist for self-assessment. It can provide part of the final assessment for the project, which will mainly be based on the group presentation of the research project.

Session 5 Functioning in a team

Learner Guide:
Page 40

After completing this session, the learner should be able to:
SO 5: Know about functioning in a team

Concept (SO 5)	Time frame	Activities related to the concept
Know about functioning in a team	3 hours	Activity 9
Active participation takes place 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 practiced.		
Teamwork results in meaningful product or outcomes.		

Tips for the Facilitator

Activity 9:

- This is a very brief look at some of the principles of conflict resolution but it may need more mediation than is supplied here. Another option may be to do a demonstration roleplay.
- The assessment is self-assessment according to the given criteria.



Please allow learners to complete Activity 9 in their Learner Guides

Type of activity	Resources
Conflict management (Groups of three)	Pen and paper
Instructions to give to the learners	
As per instructions in Learner Guide	

6 How learning is affected

Session

Learner Guide:
Page 45

After completing this session, the learner should be able to:
SO 6: Reflect on how characteristics of the workplace and occupational context affect learning.

Concept (SO 6)	Time frame	Activities related to the concept
Reflect on how characteristics of the workplace and occupational context affect learning.	3 hours	Activity 10 & 11
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.		

Tips for the Facilitator

Activity 10:

- There is no set Answer for this Activity as each learner will obviously have a different list of occupations. This might be an appropriate time to use peer assessment. in that case let the learners exchange lists with one another. If there is disagreement about certain answers then allow for discussion. this will ensure that learners get a good grasp of the different occupational foci as outlined in the Learner's guide. If you wish to you could award one mark per correct answer giving a total of 30 marks.

Activity 11:

- Allow for peer assessment. If you wish to award marks you may give one mark per correct answer giving a total of 10 marks. ensure by the end of this exercise that learners understand that there are an enormous range of employment variations. You may want to facilitate a class discussion on what learners would have chosen to study as their second option or explore with them how they feel about their career choice now they are on the way to becoming qualified.

What will I do differently next time?

Take some time to **reflect** on your own activities as facilitator of this Unit Standard 8973 Then write down five of the most important lessons you have learnt and include a motivation:

What will I do differently next time?	Motive 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 8973 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.	