



NQF Level: 4

US No: 8976

Facilitator Guide

Primary Agriculture

Communication skills



Facilitator:

Company:

Commodity: Date:

The availability of this product is due to the financial support of the National Department of Agriculture and the AgriSETA. Terms and conditions apply.



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: Write for a wide range of contexts
US No: 8976 NQF Level: 4 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	48979	4	120	<input type="checkbox"/>
National Certificate in Plant Production	49009	4	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?

The Learning Experience	6
An Introduction.....	7
Learning Program Time Frames	8
Tips for level of learning	9
Facilitator’s Checklist & Training Aids	10
Contextualisation of Content!	11
Session 1: Creating written text.....	12
Learner Guide page 8	
Session 2: Editing.....	14
Learner Guide page 20	
Session 3: Prepare written communication.....	16
Learner Guide page 26	
 What will I do differently next time?.....	17

The Learning Experience...

On completion of this module, the learners will be able to:

- ◆ At the end of this section of the module learners will be able to:
- ◆ Write effectively and creatively on a range of topics
- ◆ Produce convincing imaginative texts that are appropriate to topic and purpose
- ◆ Produce articulated, unified factual text
- ◆ Write convincingly on personal interests
- ◆ Select the appropriate narrative voice for context, purpose and audience
- ◆ Select language structures and features to suit communication purposes
- ◆ Sequence points in an argument logically to build up to a convincing conclusion
- ◆ Employ punctuation and rhetorical devices effectively
- ◆ Employ stylistic devices effectively
- ◆ Edit writing for fluency and unity
- ◆ Identify and adjust weaknesses and errors in terms of coherence, logical sequence, structure and flow.
- ◆ Rearrange information to promote interest and impact for a defined target audience.
- ◆ Check layout, spelling, punctuation, syntax, grammar and linguistic errors and make the necessary changes for improvement.
- ◆ Assess text in order to verify the meeting of intended purpose.

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:
- ◆ The use and application of features and conventions of language to suit context, audience and purpose.

Learning Assumed to be in Place:

- ◆ The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF level 3 unit standard.
- ◆ US: FET-C/06 Write texts for a range of communicative contexts



Remember to do a diagnostic assessment of the learner's prior learning and ensure that they are starting at the correct level.

My Notes ...

.....

.....

An Introduction...

Writing is seldom done without a specific purpose. We write for a wide range of context in order to communicate in a specific format to a specific audience, with whom we might be either very familiar, less familiar or in some cases relatively unfamiliar.

The purpose of writing is diverse – and includes from personal communication, to business communication, it includes texts written for pleasure such as novels and scripts for theatre or movies to factual texts ranging from business letters, to reports, presentations, newspaper and other articles and features, advertising, assignments, academic research and scientific writing.

The aim of communication however always remains the establishing of understanding, the exchanging of information, ideas, thoughts and opinions and the provision of information or views in order to persuade, inform or influence.

It is a two way process with one individual sending and the other individual receiving a message. In the communication process these roles become interchangeable as each of the individuals provide and or receives information during the process.

Each of the contexts in which written communication takes place requires knowledge and application of language and language structures, stylistic devices and the format used for communication for a specified purpose. The effective selection of the type of communication in different situations is important and is affected by the format of the communication, the style and the audience for which the written communication is prepared.

It is impossible to cover the whole range of potential written context in a module of this nature and the intention of this module of learning is therefore to:

- i. Enable the application of writing skills for the production of imaginative and factual text as well as personal interests.
- ii. Enable the use of appropriate narrative voice, language structures and features
- iii. Enable the use and application of style
- iv. Enable editing of own and other written text in terms of coherence, logical sequencing, structure and flow
- v. Enable editing on the level of lay-out, spelling, punctuation and grammar

With the understanding the these skills are to be honed and perfected in terms of application within the specific environment in which a learner will use these basic skills for purposes of effective communication or possibly specialisation.

My Notes ...

.....

.....

.....

.....

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? 	

1

Creating written text

Session

Learner Guide: Page 8	<p style="text-align: center;"><i>After completing this session, the learner should be able to:</i></p> <p style="text-align: center;">SO 1: Write effectively and creatively on a range of topics</p>
----------------------------------	---

Concept (SO 1)	Time frame	Activities related to the concept
Imaginative texts are convincing, and appropriate to the topic and purpose.	1 hour Theory 2 hours Practical	Activity 1 & 2
Expository/factual texts are convincing and well developed with respect to clearly articulated purposes, using fully developed paragraphs and resulting in a unified text.		
Writing on personal interests is convincing in terms of issues and concerns addressed.		
Choose the narrative voice appropriate to context, purpose and audience.		



Please allow learners to complete Activity 1 & 2 in their Learner Guides

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

Session 2 Editing

Learner Guide: Page 20 *After completing this session, the learner should be able to:*
SO 2: Choose language structures and features to suit communicative purposes

Concept (SO 2)	Time frame	Activities related to the concept
Points in argument are logically and deliberately sequenced to build up to a convincing conclusion.	1 hour Theory 2 hours Practical	Activity 3 & 4
Devices are employed to create particular rhythmic or tonal effects.		
Stylistic devices that enhance meaning are used effectively.		

Tips for the Facilitator



- Activity 3:
- It is expected of the learner to execute punctuation effectively. For this purpose a passage with a model answer is provided.
- The activity can be further developed by the provision of additional similar exercises, should the initial application lack detail and learner confidence.
- Activity 4:
- It is expected of the learner to execute self-assessment in order to evaluate the readability of written text. In this instance any formal or written communication produced by the learner within the context of the learning programme can serve as the object of the evaluation. The purpose of the activity is to establish a framework for the application of evaluation in terms of all produced written communication.
- It is expected that the learner identifies own areas of weakness and then rectify the document successfully.
- In this event the facilitator is required to check and facilitate the self-evaluation and provide the necessary guidance where reflexive competency and application is still lacking.

Session 3 Prepare written communication

Learner Guide: Page 26 *After completing this session, the learner should be able to:*
SO 3: Edit writing for fluency and unity

Concept (SO 3)	Time frame	Activities related to the concept
Text is checked for coherence, logical sequence and structure. Weaknesses and/or errors are identified and adjustments improve coherence and flow.	1 hour Theory	No Activity
Information is rearranged in ways that promote interest in, and impact of, the text for a defined target audience.		
Layout, spelling, punctuation and syntax are checked for accuracy and readability. Major grammatical and linguistic errors are identified and changes made as required.		
The whole, completed text is checked against the purposes for writing to verify that these purposes have been satisfied.		

My Notes ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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.	