



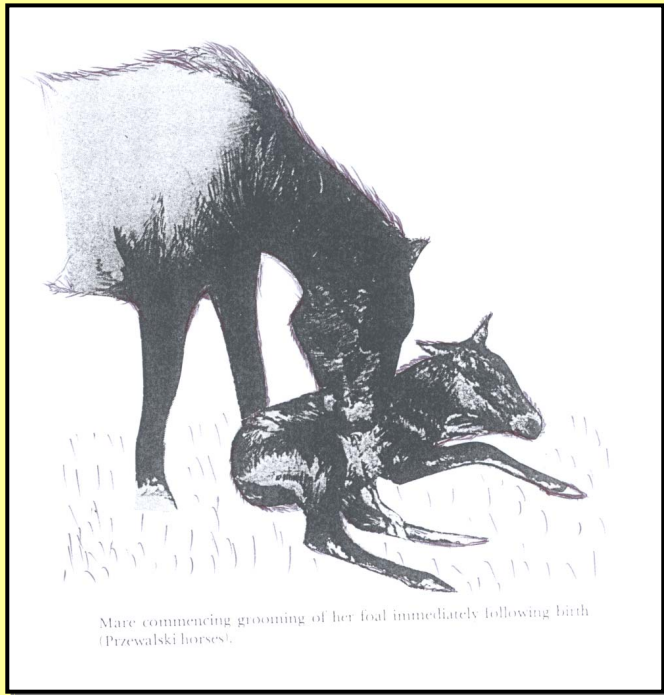
NQF Level: 2

US No: 116107

Facilitator Guide

Primary Agriculture

Identify Basic Breeding Practices for Farm Animals



Mare commencing grooming of her foal immediately following birth (Przewalski horses).

Facilitator:

Company:

Commodity: Date:

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



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: Identify basic breeding practices for farm animals |
| US No: 116107 NQF Level: 2 Credits: 5 |

This guide contains all necessary facilitation instructions to ensure that learners will attain the expected competencies required by the above-mentioned unit standard. This guide is designed to be used during the presentation of a learning session based on this unit standard. The full unit standard is attached at the end of this guide as well as at the end of the relevant Learner Guide. Learners are advised to read the unit standard at their time. Please discuss the unit standard with the learners to ensure that they understand what is expected from them to achieve the outcomes of the unit standard.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently facilitating, because that will be determined by the context of application:

| Title | ID Number | NQF Level | Credits | Mark |
|---|-----------|-----------|---------|--------------------------|
| National Certificate in Animal Production | 48976 | 2 | 120 | <input type="checkbox"/> |

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 four guides, namely the Learner Guide, the Learner Workbook, the 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:

| Animal Production | |
|---|---|
| <ul style="list-style-type: none"> • Small stock production • Large stock production • Dairy production • Pig production • Poultry production • Game • Aqua/mari culture | <ul style="list-style-type: none"> • Commercial insects • Animal fibres harvesting • Bee keeping • Eco/Agri Tourism • Agro Chemicals • Etc. |

How to use this guide ...

Throughout the guide information is given specifically aimed at you, the facilitator, to **assist** in the actual presentation of the learning material and/or facilitation of the learning process. Although this guide contains all the information required for attaining competency in this unit standard, references to additional resources, both printed and electronic, are provided for additional reference by the facilitator and further study by the learner.

Please note that the purpose of this information is merely to **guide** you, the facilitator, and is provided as a suggestion of possibilities. It remains the responsibility of every facilitator to re-assess the learner/s in each learning situation throughout the learning process in order to stay in touch with their specific learning needs. This should be the determining factor in the choice of the learning approach to follow.

Use the different boxes listed below for identification purposes:



Instructions regarding **activities**, whether group or individual activities will be described in this box.



Facilitators' Tip ...

My Notes ...
You can use this box for your own notes/comments.

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What & How will you be Facilitating?

| | |
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The Learning Experience...

To be a successful livestock farmer, the learner must be trained to identify standing oestrus of female breeding animals where appropriate. You, the facilitator must make sure that the learner understands the importance of identification of oestrus. This is one of the most important aspects of being a successful farmer.

On completion of this unit, the learner will be able to identify and monitor breeding behaviour and pre- and post-partum behaviour of farm animals. They will gain specific knowledge and skills in the field of animal production and the breeding of farm animals. It is assumed that they will demonstrate competence against the following unit standards or equivalent before attempting this unit standard:

Learners will specifically be able to:

- ◆ Identify standing oestrus of female breeding animals where appropriate.
- ◆ Observe the libido of the male breeding animal where appropriate.
- ◆ Recognise the signs of giving birth in female breeding animals.
- ◆ Identify abnormal behaviour of breeding animals during the birth process.
- ◆ Observe and monitor post-partum behaviour of breeding animals.

Learners will also gain basic knowledge of:

- ◆ Basic principles of reproduction and parturition in farm animals.
- ◆ Anatomy and physiology of reproduction.
- ◆ Observations of reproduction and parturition in farm animals.
- ◆ Basic farm practices.
- ◆ Communication and literacy.
- ◆ The purpose of reproduction and parturition.
- ◆ Correct procedures to follow during reproduction and parturition.
- ◆ The effects of reproduction and parturition problems on the well being of the animal and its offspring.
- ◆ Procedures and practices on the farm.

Learning Assumed to be in Place:

- ◆ NQF 1 Recognize basic breeding behaviour of farm animals
- ◆ NQF 1 Evaluate basic external animal anatomy and physiology.



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

An Introduction

The breeding cycle of farm animals can extend over long periods of time. After the breeding season both male and female animals will appear to be sexually inactive until the next breeding season. Remember, that breeding behaviour covers not only the period just before and after mating, but also parturition (the birth) and caring for the young. Nevertheless, to achieve meaningful opportunities for you to identify and observe female and male animals in a sexual activity will mean that you will need to spend longer periods of time among farm animals.

The main output for assessment on this Unit Standard will be a written assignment on your observations regarding breeding behaviour of farm animals and a report back and participation in a class discussion.

There are three potential methods that may be used to observe breeding farm animals for the purpose of your assignment. In consultation with your facilitator you should choose the method that will be the most practical for you to get the facts that you need for your assignment.

- ◆ The first option is a number of visits to a farming enterprise where breeding stock are kept. Enough time must be available to observe the animals and to look for those aspects that must get special attention in your assignment.
- ◆ The second option is to work on a farm for a few months. This is the best method to be able to write a meaningful project assignment/report.
- ◆ The third option entails watching video footage or other visual material. Some facilitators may have visual material that may be suitable to explain the different aspects of breeding behaviour of farm animals.

My Notes ...

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Learning Program Time Frames

| | Total time allocated (hours) | Theoretical learning time allocated (hours) | Practical learning time allocated (hours) | Activities to be completed |
|--|------------------------------|---|---|----------------------------|
| Complete Program (including summative assessment) | 50 hours | 15 hours | 35 hours | 5 activities |
| Learner Orientation and "Ice Breaker" | 40 minutes | 20 minutes | 20 minutes | N/A |
| Purpose, Introduction and Learner Directions | 1 hour | 60 minutes | N/A | N/A |
| Session 1 | 15 | 2 hours | 13 hours | 1-3 |
| Session 2 | 15 | 2 hours | 13 hours | 4 |
| Session 3 | 15 | 2 hours | 13 hours | 5 |
| Preparation for Assessment & revision | 4 | 4 | N/A | N/A |

Tips for the Facilitator



Theoretical Learning:

The theoretical sessions should be used to familiarise learners regarding what to look for in their practical assignments and to clarify the approach to breeding animals.

Practical Learning:

These practical assignments require that the learners be exposed to breeding farm animals for extended periods of time.

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 this level should develop learners who demonstrate an ability to:-

- Work and learn in a disciplined manner in a well-structured and supervised environment.
- Manage their time effectively.
- Develop sound working relationships and an ability to work effectively as part of a group.
- Express an opinion on given information clearly in spoken and written form.
- Collect, organise and report information clearly and accurately.
- Use their knowledge to select and apply known solutions to well-defined routine problems.
- Use a variety of common tools and instruments; apply literacy and numeracy skills to a range of different but familiar contexts.
- Understand the environment within which he/she operates in a wider context.
- Gain knowledge of one or more areas or fields of study, in addition to the fundamental areas of study.

Facilitator's Checklist & Training Aids

Learner support strategies:

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 | | |

My Notes ...

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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 Identify standing oestrus of female breeding animals

Learner Guide:
Page 7

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

SO 1: Identify standing oestrus of female breeding animals.

SO 2: Observe the libido of the male breeding animal.

| Concept (SO 1 and 2) | Time frame | Activities related to the concept |
|---|------------|-----------------------------------|
| The breeding animals must be approached in the correct way according to specified guidelines. | 15 hours | Activity 1-3 |
| Signs of oestrus are recognised and described in a group of female breeding animals. | | |
| Signs of any abnormal behaviour in the female breeding animals are recognised. | | |
| Observations of normal and abnormal behaviour are reported to the supervisor. | | |
| The male animals must be approached in the correct way according to specified guidelines. | | |
| Signs of libido are recognised and described in the male animal. | | |
| Signs of any abnormal behaviour in the male animal are recognised. | | |
| Observations of normal and abnormal behaviour are reported to the supervisor. | | |

Session

2 Recognize the signs of giving birth in female breeding animals

**Learner
Guide:
Page 15**

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

SO 3: Recognize the signs of giving birth in female breeding animals and abnormalities at birth.

SO 4: Identify abnormal behaviour of breeding animals during the birth process.

| Concept (SO 3 and 4) | Time frame | Activities related to the concept |
|---|------------|-----------------------------------|
| The breeding animals must be approached in the correct way according to specified guidelines. | 15 hours | Activity 4 |
| Signs of giving birth are recognised and described in a group of female breeding animals. | | |
| Animals that are observed to be close to parturition are identified and recorded. | | |
| Observations of parturition are reported to the supervisor. | | |
| The normal birth process in breeding animals is explained. | | |
| Birth problems are recognised and the level of assistance with such problems is correctly determined. | | |
| The general health, environment, nutrition and reproductive performance of the group are monitored. | | |
| Signs of any abnormal behaviour in the birth process are recognised and recorded. | | |
| Observations of normal and abnormal behaviour are reported to the supervisor. | | |

Session

3 Observe and monitor post-partum behaviour of breeding animals

Learner Guide:
Page 21

After completing this session, the learner should be able to:
SO 5: Observe and monitor post-partum behaviour of breeding animals.

| Concept (SO 5) | Time frame | Activities related to the concept |
|---|------------|-----------------------------------|
| The behaviour of the newborn offspring must be recognised and explained. | 15 hours | Activity 5 |
| Behaviour of the newborn offspring must be monitored and the level of assistance required must be determined. | | |
| Signs of abnormal behaviour must be recognised in the female animals and the offspring. | | |
| Observations of normal and abnormal behaviour are reported to the supervisor. | | |



Please allow learners to complete Activity 5

| Type of activity | Resources |
|---|--|
| 5. Individual observation and written report. | Learning material and visual aids if available. Learners must have access to an operational facility for an extended period of time so that they can observe breeding animals during the birth process. |
| Instructions to give to the learners | |
| As per learner Guide. Learners must be assisted to have access to the resources. | |
| Conclusions | |
| Learners must demonstrate abilities as indicated in the relevant assessment criteria. | |

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. | |