



NQF Level: 2

US No: 116144

Facilitator Guide

Primary Agriculture

Animal product harvesting procedures



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: Apply animal products harvesting procedures
US No: 116144 NQF Level: 2 Credits: 5

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

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

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48976	2	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48977	2	120	<input type="checkbox"/>
National Certificate in Plant Production	48975	2	120	<input type="checkbox"/>

Please mark the learning program the learners are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

Note to Facilitator:

If you are presenting this module as part of a full qualification or learnership, please ensure that you have familiarised yourself with the content of the qualification.

Please explain the above concepts to the learner.

There are three guides, namely the Learner Guide (with activities), Assessor Guide and the Facilitator Guide.

These guides have been developed to address specific aspects of the learning experience. You therefore need to use these guides complementally to one another.

Make this an enjoyable learning experience!

Context of Application ...

Primary Agriculture is a diverse sector and a wide range of commodities is being produced for both national and international market. Each commodity has its own production requirements and practices. You will be facilitating the learning process within a specific context where a specific agricultural commodity is being produced. The learning material has been written in a **generic** manner, as it is aimed to be available on national level and should be relevant to be applied within a variety of commodities. It is therefore inclusive of all agricultural commodities and crop in this field. Therefore, the examples that are being used in the materials may not always be applicable to your specific community, commodity, environment or region.

This presents you, the facilitator, with the challenge to **contextualise** the learning material. It is imperative that you, the Facilitator and Assessor interpret and present activities, case studies and projects related to the material in such a way that learners can easily identify and apply their knowledge within their own context. This will require from you to add examples of crop, which are applicable to the community or farm. Learners must be guided with examples from their own communities, commodities, environment or regions. This should be done by complementing the learning material with:

- Examples relevant to the commodity,
- Including commodity specific requirements,
- Including operating procedures of the farm,
- Including agricultural practice specific requirements,
- Agricultural markets,
- Guiding learners to write these specifics down in the learning guide, etc.

The contextualisation of the learning material is a very important step in preparing for and facilitating the learning experience and enough time and effort should be put into this exercise.

According to the qualifications mentioned on page 2, this module could be contextualised to fit the following groups of commodities:

Plant Production	Animal Production	
<ul style="list-style-type: none"> • Organic production, • Hydroponic production, • Perma-culture production, • Agronomy, • Horticulture, • Natural resources harvesting. 	<ul style="list-style-type: none"> • Small stock production, • Large stock production, • Dairy production, • Pig production, • Poultry production, • Game, • Aqua / mari culture, • Commercial insects • Animal fibres harvesting, • Bee keeping, 	<ul style="list-style-type: none"> • Natural resources harvesting, • Organic production, • Perma-culture production, • Eco/Agri Tourism, • Agro Chemicals, • Horse Breeding, • Etc.

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...

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

- ◆ Understand how to harvest animal products, prepare them for processing and identify processes involved in processing of animal products.
- ◆ Gain specific knowledge and skills in harvesting animal products and will be able to operate in an animal production environment implementing sustainable and economically viable production principles.

Learners will specifically be able to:

- ◆ Identify the estimated qualitative and quantitative value of various animal products.
- ◆ Observe, illustrate and report on observations in animals regarding animal products and their origin and their readiness for harvesting.
- ◆ Identify and illustrate the core animal product and the parts of the product that are waste (if any).
- ◆ Demonstrate the harvesting of the specific animal products.
- ◆ Identify and demonstrate the basic methodology regarding the separation of the core product from the waste.
- ◆ Identify and demonstrate the basic methodologies regarding the processing of animal products for preservation or presentation.

Learners will also gain basic knowledge of:

- ◆ Comprehension, identification and understanding of the specific animals and animal products.
- ◆ The origin of animal products.
- ◆ Sensory observation and evaluation of animals and their products.
- ◆ Evaluation of the potential of animal products.
- ◆ Animal product harvesting.
- ◆ The purpose of learning about animal products.
- ◆ Animal product production.
- ◆ Animal product processing.
- ◆ Animal product presentation.
- ◆ Demonstration and illustration techniques.

Learning Assumed to be in Place:

- :
- ◆ NQF 1: Harvest animal products.
 - ◆ NQF 1: Observe and handle animals.
 - ◆ NQF 1: Apply basic food safety practices.
 - ◆ NQF 1: Collect agricultural data



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

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	20 hours 30 minutes	29 hours 30 minutes	NA
Learner Orientation and "Ice Breaker"	1 hour	30 minutes	30 minutes	NA
Purpose, Introduction and Learner Directions	1 hour	30 minutes	30 minutes	NA
Session 1	8 hours	4 hours	4 hours	1
Session 2	7 hours	2 hours	5 hours	2
Session 3	8 hours	3 hours	5 hours	3
Session 4	8 hours	3 hours	5 hours	4 & 5
Session 5	8 hours	4 hours	4 hours	6
Session 6	8 hours	3 hours	5 hours	7
Preparation for Assessment & revision	1 hour	30 minutes	30 minutes	NA

Tips for level of learning



Remember the following before you get started:

Typically, a learning programme leading to the award of a qualification or unit standards at level 2 should develop learners who demonstrate an ability to:-

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

Facilitator's Checklist & Training Aids

Learner support strategies:

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? 	

Introduction

In primary agriculture, production is a term that is widely used. But to what is it referring? It refers to the growing process of products that can be used either for human consumption or animal consumption.

In animal production most of the products produced are used for human consumption like meat, milk, honey, etc. these products are included but are not limited to meat, milk, bones, feathers, fibre or animal derivatives such as semen and ova.

- ◆ How do you identify animal products that can be used for human consumption?
- ◆ What is the origin of these products?
- ◆ How would you estimate the value of these products?

■ Identifications

- ◆ Before you can identify a product you should take a look at the possible use of the product.
- ◆ The purpose of use.
- ◆ You have to give the definition of each product e.g. What is the definition of meat, milk, fibre, etc?

■ Origin of these products

- ◆ After the explanation of the definition, the origin of the products will be clear.

■ Value of product

Here are the factors that will influence the value of a product:

- ◆ Availability.
- ◆ Demand.
- ◆ Readiness.
- ◆ Quality.
- ◆ Genetic parameters – age, fertility, reproductive performance.

Session

1 The value of animal products

Learner Guide:
Page 8

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

SO 1: Identify the estimated qualitative and quantitative value of various animal products.

Concept (SO 1)	Time frame	Activities related to the concept
The ability to identify, evaluate and illustrate all the various animal products used by man and their purpose is demonstrated.	8 hours	Activity 1
The ability to identify and illustrate the origin of all the various animal products used by man is demonstrated.		
The ability to identify, demonstrate and illustrate estimated value of these various animal products is demonstrated.		



Please allow learners to complete Activity 1 in their learner guides

Type of activity	Resources
1. Group work.	Learner guide.

Instructions to give to the learners

Divide into four to five groups of learners and each group list as many as possible animal products that you can think of. Each group of learners must then name the following:

- The origin of the product.
- The use of the product.
- The preparation of the product.
- The way they think the product is harvested.

At the end each group choose one product and explain to the class the value and use of that product in practice.

Session

2 The origin and harvesting of animal products

Learner Guide:
Page 12

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

SO 2: Observe, illustrate and report on observations in animals regarding animal products and their origin and their readiness for harvesting.

Concept (SO 2)	Time frame	Activities related to the concept
The origin of the production of animal products in animals is understood, described and illustrated.	7 hours	Activity 2
The sensory signs and indicators that imply that the animal is ready to have products harvested from it are described.		
The sensory signs and indicators that indicate that the animal product is ready for harvesting are described.		
The handling of the animal and animal products to determine these sensory signs and indicators is described.		



Please allow learners to complete Activity 2 in their learner guides

Type of activity	Resources
2. Practical demonstration.	Learner guide.
Instructions to give to the learners	
Select out of a larger group the animals that are ready for their produce to be harvested. Facilitator must be present and give guidance to learners in this regard.	

3 Core animal products

Session

Learner Guide:
Page 21

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

SO 3. Identify and illustrate the core animal product and the parts of the product that are waste (if any).

Concept (SO 3)	Time frame	Activities related to the concept
The animal product's core product and parameters is observed and described.	8 hours	Activity 3
The waste component of the animal product (if any) is observed and described in relation to the product produced or spoilage.		
A knowledge about the separation of the agricultural product from the waste is demonstrated.		
The disposal of waste product from animal products is demonstrated.		



Please allow learners to complete Activity 3 in their learner guides

Type of activity	Resources
3. Write a report	Learner guide.
Instructions to give to the learners	
Write a report on the core-, by-, and waste products that can be found within the animal production system that you are familiar with.	

4 Harvesting of specific animal products

Session

**Learner
Guide:
Page 24**

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

SO 4: Demonstrate the harvesting of the specific animal products.

Concept (SO 4)	Time frame	Activities related to the concept
The harvesting of the specific animal product is demonstrated practically.	8 hours	Activity 4 & 5
The process and method used in the harvesting of the animal product is illustrated, as well as any ranges and parameters involved in the harvesting process.		
The separation process of cleaning the product from the waste is demonstrated practically.		



Please allow learners to complete Activity 4 & 5 in their learner guides

Type of activity	Resources
4. Practical demonstration.	Farm where practical demonstration can be done, learner guide.
Instructions to give to the learners	
The harvesting of the specific animal product is demonstrated practically. The process and method used in the harvesting of the animal product is illustrated, as well as any ranges and parameters involved in the harvesting process. The separation process of cleaning the product from the waste is demonstrated practically.	
Type of activity	Resources
5. Field trip.	Visit to Abattoir, learner guide.
Instructions to give to the learners	
To understand the meat harvesting process better, a visit to an abattoir should be arranged by the facilitator. Write a report on the flow of the animal through the facility and the processes it undergoes before transporting to the various wholesalers.	

5 Separating core from waste products

Session

**Learner
Guide:
Page 32**

After completing this session, the learner should be able to:
SO 5: Identify and demonstrate the basic methodology regarding the separation of the core product from the waste.

Concept (SO 5)	Time frame	Activities related to the concept
The processes involved in separating the waste from harvested animal products are illustrated and described.	8 hours	Activity 6
The separation of animal products from waste is demonstrated practically.		
The methodology involved in the separation of animal products from the waste is illustrated and described.		



Please allow learners to complete Activity 6 in their learner guides

Type of activity	Resources
6. Report writing.	Resources on waste products, information from abattoirs and learner guide.
Instructions to give to the learners	
Write a report on the various waste products that can be derived from the animals that you are familiar with.	

My Notes ...

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Session

6 Methods used to preserve and present animal products

**Learner Guide:
Page 36**

After completing this session, the learner should be able to:
SO 6: Identify and demonstrate the basic methodologies regarding the processing of animal products for preservation or presentation.

Concept (SO 6)	Time frame	Activities related to the concept
The ability to identify, demonstrate and illustrate all the processes involved in preparing the harvested animal products for preservation is demonstrated.	8 hours	Activity 7
The ability to identify, demonstrate and illustrate all the processes involved in preparing the harvested animal products for presentation is demonstrated.		
The various processes used in the preservation of animal products are demonstrated where appropriate.		



Please allow learners to complete Activity 7 in their learner guides.

Type of activity	Resources
7. Group Work and report writing.	Learner guides, stationary, presentation equipment.
Instructions to give to the learners	
Divide into groups. Each group must draw up a list of products derived from animal production. At least 5 products derived from different species of animals must be included. For each product the group must describe in written form all the measures taken to preserve and market the products to ensure maximum client satisfaction.	

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.	