



NQF Level: 1

US No: 116197

# Assessment Guide

## Primary Agriculture

# Observe & Handle Animals



Assessor: .....

Workplace / Company: .....

Class Group: ..... Date: .....

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agriculture

Department:  
Agriculture  
REPUBLIC OF SOUTH AFRICA



## Before we start...

**T**his assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor whom is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the relevant Learner Workbook.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are required during the application of this assessment are available on the website of the AgriSETA, names Policies and Procedures for Assessment, and should be strictly adhered to. The assessor must familiarise him/herself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

<b>Title:</b>	Observe and handle animals		
<b>US No:</b>	<b>116197</b>	<b>NQF Level:</b>	<b>1</b>
		<b>Credits:</b>	<b>5</b>

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

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48970	1	120	
National Certificate in Mixed Farming Systems	48971	1	120	

Please mark the learning program the learners are enrolled in:

Are you assessing a:	Yes	No
Learnership?		
Skills Program?		
Short Course?		

**Please Note:**  
This Unit Standard **116197** Assessment Guide must be read in conjunction with the generic Assessor Guide as prescribed and published by the AgriSETA.

**Note to Assessor:**  
If you are assessing this module as part of a full qualification or learnership, please ensure that you have familiarised yourself with the content of the qualification.

## 1.1

SO 1 AC 1 - 3

### Instructions to Learner:

Individual work and group discussion; Observation

Learner Workbook: Page 3

Facilitator Guide: Page 10

### Observe the animals at your disposal.

1. Write down the observed behaviour and explain what it means.

#### Model Answer(s):

*I observe "dairy cows" or "beef cattle". The following possible signs are possible that will explain an illness :*

- ◆ *Eyes dull or sunken.*
- ◆ *Excretions of the nose - slimy or purulent.*
- ◆ *Mouth - like grinding teeth.*
- ◆ *Ears - rubbing or scratching of the ears.*
- ◆ *Horn deformities.*
- ◆ *Head - swelling of the lips.*
- ◆ *Abnormalities of the genitals - bleeding, swelling.*
- ◆ *Abnormalities of the anus - prolapsed, painful defecation.*
- ◆ *Abnormalities of the hair coat. Lose too much wool.*
- ◆ *Abnormalities of the legs - swelling.*
- ◆ *Injuries to the hoofs or abnormal long hoofs in cattle.*
- ◆ *Condition of the udder of lactating farm animals - sensitive, injured, tick infested.*

2. In your writing, explain how the animals behave before, during and after feeding.

#### Model Answer(s):

- ◆ *The animals show activity and excitement when they became aware of the farmers aid that delivered the feed.*
- ◆ *They show signs of rank in the way that some of the animals stand back from the feed when other arrive at the through.*
- ◆ *Some fight for a space to eat. Some stand back and wait.*
- ◆ *The strongest animals get the best feeding space.*

3. Explain the behaviour of animal during handling.

#### Model Answer(s):

- ◆ *Animals that appear tamed handled easily.*
- ◆ *The wild animals show excitement and fear to the handler.*
- ◆ *Some male animals may show aggression.*
- ◆ *Animals like sheep run together to form a herd.*
- ◆ *In a herd they are handled easily.*
- ◆ *There is always a leading animal either in the negative or positive way.*

4. Explain if there are differences in behavioural patterns between males and females.

**Model Answer(s):**

- ◆ *Males are more likely to be aggressive.*
- ◆ *Yes, there are behavioural differences observed between males and females.*
- ◆ *Females are more calm, tamed and can be handled easily.*

5. Discuss your observation within a group. Make your own notes.

**Model Answer(s):**

*In the discussions the following observations can come forward depending on circumstances:*

- ◆ *A group of animals handles easier than single animals.*
- ◆ *Facilities play a big role in easy handling.*
- ◆ *Well equip facilities helps a lot in handling of animals.*
- ◆ *A tamed animal handles easily.*
- ◆ *Sick animals can be detected when animals are handled.*
- ◆ *Easy to handle animals that know their environment.*
- ◆ *Well-fed animals are not so anxious than thirsty or hungry animals.*

**My Notes ...**

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**1.2**

**SO 1 AC 1 - 3**

**Instructions to Learner:**

Observation; Write a report

**Learner Workbook: Page 5**

**Facilitator Guide: Page 10**

1. Within the animals on the farm at your disposal, check if there is/are any animal/s that shows any of the signs described above and write a brief report.

**Model Answer(s):**

*To the manager of the farm :*

*I want to report that there are a few animals that to my knowledge express signs of abnormal behaviour and might be sick. I would like you investigate the matter so that the animal can be helped as soon as possible if it is sick.*

*(The person can report on the following possible signs)*

- ◆ *Wobbly gait*
- ◆ *Limpy walk muscular trembling*
- ◆ *Bloating of the rumen or stomach*
- ◆ *Shallow breathing*
- ◆ *Inability to stand*
- ◆ *Laying down with legs extended behind*
- ◆ *Inco-ordination*
- ◆ *Excessive sweating (in horse)*
- ◆ *Stiffness*
- ◆ *Lost appetite*
- ◆ *Discoloured or blood stained dung and urine*
- ◆ *Listlessness*
- ◆ *Stand alone or wondering aimlessly*
- ◆ *Appear tamed although they are wild*
- ◆ *Staggering*
- ◆ *Severe excitability*
- ◆ *Anxious appearance*
- ◆ *Drooling at the mouth and vomiting*
- ◆ *Drop in milk production*
- ◆ *Convulsions*
- ◆ *Craving or pica*
- ◆ *Panting*
- ◆ *Fever*
- ◆ *Ulcers on the body*
- ◆ *Warts*
- ◆ *Coughing and*
- ◆ *Low bellowing in cattle*

**2.1**

**SO 2 AC 1 - 3**

**Instructions to Learner:**

Research; Write a Report; Discuss with other learners; Write notes.

**Learner Workbook: Page 6**

**Facilitator Guide: Page 11**

1. Find out what are the diseases (both tick borne and other types) that occur in your area (through literature review and/or assistance from the farmers and the extension services).

**Model Answer(s):**

*In the Karoo you can expect the following diseases:*

- ◆ *Internal parasites (swollen neck underneath the head).*
- ◆ *Blue tongue.*
- ◆ *Enterotoxaemia.*
- ◆ *Milk fever.*
- ◆ *Rift Valley fever.*
- ◆ *Horse sickness.*
- ◆ *Bloat.*

2. Write the name/s of the disease/s and different behavioural signs that an affected animal will display.

**Model Answer(s):**

- ◆ *Heart-water - cattle, sheep, goats - specific areas - anemia – listlessness.*
- ◆ *Red water - specific areas - anemia – listlessness.*
- ◆ *Gall sickness - cattle - specific areas - anemia - listlessness, drop in appetite - have high fever - brownish urine, sometimes animals show aggression (can be confused for rabies).*
- ◆ *Biliary fever - horses and dogs - fever, anemia, and listlessness.*
- ◆ *Milk fever - cattle, sheep, pig (high calcium areas) lame and lazy appearance first - later lie down and show a very little reaction to outside actions by humans and other animals.*
- ◆ *Colic - horses periodically kick to the abdomen, showing pain, can die quickly.*

**My Notes ...**

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### 3. Discuss your findings with other learners.

#### **Model Answer(s):**

*Did you also observe the following abnormalities and abnormal behaviour :*

- ♦ *Wobbly gait*
- ♦ *Limpy walk muscular trembling*
- ♦ *Bloating of the rumen or stomach*
- ♦ *Shallow breathing*
- ♦ *Inability to stand*
- ♦ *Laying down with legs extended behind*
- ♦ *Inco-ordination*
- ♦ *Excessive sweating (in horse)*
- ♦ *Stiffness*
- ♦ *Lost appetite*
- ♦ *Discoloured or blood stained dung and urine*
- ♦ *Listlessness*
- ♦ *Stand alone or wondering aimlessly*
- ♦ *Appear tamed although they are wild*
- ♦ *Staggering*
- ♦ *Severe excitability*
- ♦ *Anxious appearance*
- ♦ *Drooling at the mouth and vomiting*
- ♦ *Drop in milk production*
- ♦ *Convulsions*
- ♦ *Craving or pica*
- ♦ *Panting*
- ♦ *Fever*
- ♦ *Ulcers on the body*
- ♦ *Warts*
- ♦ *Coughing and*
- ♦ *Low bellowing in cattle*

#### **My Notes ...**

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# 3.1

SO 3 1 - 4

### Instructions to Learner:

Practical exercise; Observation; Record your observations;  
Discuss within your group

Learner Workbook: Page 8

Facilitator Guide: Page 12

**As per arrangement of the facilitator, drive the animals into a holding pen.**

1. Note the behaviour of the animals as they are being driven into the holding pen.

**Model Answer(s):**

- ◆ *The herd of animals drives more easily than individual animals.*
- ◆ *There are animals that takes the lead and the others follow.*
- ◆ *If one animal becomes difficult, the other follows.*
- ◆ *It is necessary to be calm when you drive animals.*

2. Record you observations and discuss within your group.

**Model Answer(s):**

- ◆ *The herd of animals drives more easily than individual animals.*
- ◆ *There are animals that takes the lead and the others follow.*
- ◆ *If one animal becomes difficult, the other follows.*
- ◆ *It is necessary to be calm when you drive animals.*

### My Notes ...

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**4.1**

**SO 4 1 - 4**

**Instructions to Learner:**

Group work; Research; Presentation and Group discussion

**Learner Workbook: Page 9**

**Facilitator Guide: Page 13**

**Having been divided into groups and given specific animals species to work on by your facilitator.**

1. Do a little research on a farm or from books and write notes, not more than four written pages, on different holding pens and restraining methods of the species you have been allocated. Use separate sheets of paper.

**Model Answer(s):**

*The answers of the learners must include the following :*

*Holding pens must have an area where the animals can be handled. Crush pens, neck clams and in some cases restraining apparatus such as immobilisers and other restraining instruments like ropes, bridles and halters. The farmer must make sure that the handling areas are safe for the handler as well as the animals that are handled.*

2. Present and discuss your findings with the rest of the learners in class.

**Model Answer(s):**

*Discuss the general principles of handling of animals.*

*List the principles shortly:*

- ◆ *Approach - calm*
- ◆ *Noise - kept to minimum*
- ◆ *Slowly movement*
- ◆ *Safety of the operator - first consideration*
- ◆ *Safety of animals - injury and unnecessary pain must be considered*
- ◆ *Assistants know what to do*
- ◆ *Best available aids are at hand*
- ◆ *Suitable facilities*
- ◆ *Animals - caught and controlled by people - accustomed to*



# 4.2

SO 4 1 - 4

### Instructions to Learner:

Observe; Practical exercise; Make notes

Learner Workbook: Page 10

Facilitator Guide: Page 13

1. Observe as the facilitator or a designated personnel handles/restrains the animal.

#### Model Answer(s):

*The learner must write down the aspects of :*

- ◆ *How the animal was approached.*
- ◆ *How the animal was restrained.*
- ◆ *How the animal was safely released.*

2. Try to restrain an animal as you have observed. (This will be done through the guidance and supervision of the facilitator or knowledgeable and experienced personnel).

#### Model Answer(s):

*Here it will depend on the type of animal that is handled. Cattle will be judge on the approach and the end result of the handling activity. The learner must be able to handle the animals as ask of him. That will prove he / she is competent.*

### My Notes ...

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### Assessment Feedback Form

Comments / Remarks	
<b>Feedback to learner on assessment:</b>	
<b>Feedback from learner to assessor:</b>	
<b>Learner's Signature:</b>	<b>Date:</b>
<b>Assessor's Signature:</b>	<b>Date:</b>

# Summative Test and Attitude & Attribute Evaluation

**B**efore the knowledge test is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner, the **Preparation for Your Final Assessment** section in the learner workbook. Learners and assessor should sign off this section to acknowledge that this step was completed.

Please set up a knowledge test from the questions given as a guideline to learners and supply each learner with a test sheet.

Supply each report with the following heading:

<b>Unit Standard:</b>	<b>116197</b>	<b>NQF Level:</b>	1
<b>Learner Name:</b>			

Questions	Model Answer
1. Name five external signs of illness that can be observed in farm animals.	<p>Five of the following type of answers:</p> <ul style="list-style-type: none"> <li>◆ Dull or sunken eyes</li> <li>◆ Excretions of the nose</li> <li>◆ Dry muzzle or nose</li> <li>◆ Swelling of the lips</li> <li>◆ Swelling of genitals</li> <li>◆ Excretions like puss from the genitals</li> <li>◆ Bleeding of genitals</li> <li>◆ Pale inside the eyelid</li> <li>◆ Yellow inside the eyelid</li> <li>◆ Excess mucus secretion from mouth and nose.</li> </ul>
2. Name ten abnormalities that will indicate illness of an animal.	<p>Ten of the following type of answers:</p> <p>Reddish eyes.            Grinding of the teeth            Kicking to the abdomen            Rubbing or scratching of the ears            Horn deformities            Bag under the jaw (parasites)            Warts on the skin            Bleeding of the genitals            Prolapsed of genitals or anus            Abnormalities of the hair - dull coat            Abnormalities of legs - leg breaks, swelling            Abnormalities of hoofs - Cuts etc</p>

<p>3. List ten signs to look for as abnormal in animals?</p>	<p>Wobbly gait          Limpy walk          Trembling          Bloating          Shallow breathing          Inability to stand          Laying down with legs extended backwards          In co-ordination          Excessive sweating          Stiffness          Lost of appetite          Blood stained dung          Listlessness          Wandering aimlessly          Appear calmed although they are wild          Staggering          Severely excited          Anxious appearance          Drooling          Convulsions          Panting          Fever</p>
<p>4. Give five abnormalities that can affect milk production.</p>	<p>Blood stained milk          Clots in the milk          Thin, watery liquid with a few clots          Greyish or Brown appearance in the milk          Feverish and sensitive udder          Hard lumps in the udder          Sudden decrease in milk production          Fowl smelling milk and          Milk contaminated by medicines like antibiotics</p>
<p>5. What five signs will indicate to you that the animal might have pain?</p>	<p>Sweating          Kicking at the abdomen          Looking at the flank and swishing of the tail          Horses may even roll and show agony          Grinding of the teeth          Bending backwards and          Uneven breathing</p>
<p>6. What normal behaviour might look abnormal but are actually normal (5)?</p>	<p>Behaviour during sexual activity or near the sexual activity time.          During very cold or very hot periods.          Animals may do things that might be normal to get rid of the cold or heat that looks abnormal but is actually normal.</p>
<p>7. Why is it important to report abnormal behaviour to the supervisor (5)?</p>	<p>The animal can be sick, need water or food, must be mated, wants to reproduce or may be separated from its young.</p>

### Assessment Feedback Form

Comments / Remarks	
<p>Feedback to learner on assessment and / or overall recommendations and action plan for competence:</p>	
<p>Feedback from learner to assessor:</p>	
<p><b>Assessment Judgement</b> You have been found:</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Not yet competent in this unit standard</p>	<p>Actions to follow:</p> <p><input type="radio"/> Assessor report to ETQA</p> <p><input type="radio"/> Learner results and attendance certification issued</p>
<p><b>Learner's Signature:</b></p>	<p><b>Date:</b></p>
<p><b>Assessor's Signature:</b></p>	<p><b>Date:</b></p>
<p><b>Moderator's Signature:</b></p>	<p><b>Date:</b></p>