



NQF Level: 1

US No: 116197

Facilitator Guide

Primary Agriculture

Observe & Handle Animals



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: Assess the influence of the environment on sustainable livestock production	NQF Level: 1	Credits: 5
US No: 116197		

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	48970	1	120	
National Certificate in Mixed Farming Systems	48971	1	120	

Please mark the learning program the learners are enrolled in:

Are you facilitating a:	Yes	No
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:

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.

What & How will you be Facilitating?

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Excerpt: SAQA Unit Standard 116197	

The Learning Experience...

On completion of this module, the learners will be able to handle animals and observe their health status. In addition they will be well positioned to extend their learning and practice into other areas of animal production, ensuring healthy animals and humane treatment.

Learners will specifically be able to:

- ◆ Observe, record and report behaviour and physical attributes.
- ◆ Evaluate animal behaviour and attributes regarding abnormalities.
- ◆ Move animals to and into a holding facility.
- ◆ Restrain animals in a restraint facility.

Learners will also gain basic knowledge of:

- ◆ The names and functions of the various animals.
- ◆ Diseases and abnormalities.
- ◆ Symptoms relating to animal health.
- ◆ Rules and codes of conduct relating to the movement, handling and observation of animals.
- ◆ The ability to handle animals confidently, safely and humanely.
- ◆ Recording procedure.
- ◆ Simple report writing skills.
- ◆ Animal retention infrastructure control and maintenance skills.

Learning Assumed to be in Place:

- ◆ It is assumed that a learner attempting this unit standard will show competence against the following unit standards or equivalent:
- ◆ NQF 1: Basic external animal anatomy and morphology.

Observe & Handle Animals – An Introduction

To be a successful livestock farmer you must be trained to **observe** an animal close by. It takes a trained eye to observe behavioural difference in farm animals and spot abnormalities in behaviour. More about this in Session 1.

To be a successful livestock farmer, you must also be able to **evaluate** the signs of abnormal behaviour. Sometimes the abnormal behaviour is a very obvious and telltale behaviour. The more subtle the behaviour the more difficult it become to observe. More about this in Session 2.

When abnormal behaviour is identified, **action** must be taken. The action taken is most of the time action that needs contact with the animal and even catching or capturing the affected animal. There are a few points to be kept in mind. More about this in Session 3.

Depending on the type of farm animal that must be **restrained**, the facilities will differ. It is advisable to select animals that are tame to work with for training purposes. This will be done with the assistance of the facilitator and/or a herdsman. More about this in Session 4.

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	15	35	3
Learner Orientation and "Ice Breaker"	40 minutes	20 minutes	20 minutes	N/a
Purpose, Introduction and Learner Directions	30 minutes	15 minutes	30 minutes	-
Session 1	10 hours	3 hours	2 hour Activities 5 hours work on farm	1.1
Session 2	20 hours	8 hours	7 hours Activities 5 hours work on farm or in nursery	2.1 – 2.2
Session 3	10 hours	4 hours	6 hours work on farm or in nursery / propagation environment	3.1
Session 4	10 hours	4 hours	6 hours work on farm or in nursery / propagation environment	4.1 – 4.2
Preparation for Assessment & revision	30 minutes		30 minutes	N/a

Tips for level of learning



Remember the following before you get started:

This unit standard is aimed at level 1 learners.

- ◆ A typical level 1 learner might be exposed to the world of work through this learning program for the first time.
- ◆ Explain concepts and define words in a simple, clear and concise method throughout the learning program to help the learner where possible.
- ◆ Take special care to facilitate for ALL learners. Allow them opportunities to share experiences, prior knowledge, translate into their mother tongue for each other and enjoy the learning process.
- ◆ The examples given in this resource guide might be for a different geographical area or commodity to what the learner is exposed to – please adapt your examples accordingly.

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? 	

1

Observe, Record and Report Behaviour and Physical Attributes

Session

Learner Guide:
Page 6

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

SO 1: Observe, record and report behaviour and physical attributes.

Concept (SO 1)	Time frame	Activities related to the concept
The ability to observe and evaluate animal behaviour is demonstrated.	80 minutes	Activity 1.1 & 1.2
The ability to observe and evaluate animal physical attributes is demonstrated.		
The ability to record and report on animal behaviour and physical attributes is demonstrated.		



Please allow learners to complete Activities 1.1 and 1.2

Type of activity	Resources	Instructions to give to the learners	Conclusions
1.1: Individual work and group discussion	Learner Workbook Learner Guide Oral instruction	As per Learner Guide. Assist learners to have access to resources.	Learners must demonstrate abilities as indicated in the relevant assessment criteria.
1.2: Write a report	Learner Workbook Learner Guide Oral instruction	As per Learner Guide. Assist learners to have access to resources.	Learners must demonstrate abilities as indicated in the relevant assessment criteria.

My Notes ...

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Session 2 Animal Behaviour & Attributes Regarding Abnormalities

**Learner Guide:
Page 11**

After completing this session, the learner should be able to:
SO 2: Evaluate animal behaviour and attributes regarding abnormalities.

Concept (SO 2)	Time frame	Activities related to the concept
Individual animal abnormalities are observed.	30 minutes each total 1 hour	Activities 2.1
Individual animals showing abnormal behaviour are identified.		
The ability to report to superior is demonstrated.		



Please allow learners to complete Activity 2.1 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
2.1: Research; Write notes; Discuss with other learners and write notes	Learner Workbook Learner Guide Oral instruction	As per Learner Guide. Assist learners to have access to resources.	Learners must demonstrate abilities as indicated in the relevant assessment criteria.

My Notes ...

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3

Move Animals To and Into a Holding Facility

Session

Learner Guide:
Page 14

After completing this session, the learner should be able to:
SO 3: Move animals to and into a holding facility.

Concept (SO 3)	Time frame	Activities related to the concept
The ability to move animals to a collective point, at gate or other opening is demonstrated.	N/a	Activity 3.1
The ability to move animals in a controlled manner is demonstrated.		
Animals are prepared for moving where appropriate.		
Attending to the needs of the animals before, after and during the moving is demonstrated.		



Please allow learners to complete Activity 3.1 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
Practical exercise; Investigate; Record your observations; Discuss within your group	Learner Workbook Learner Guide Oral instruction	As per Learner Guide. Assist learners to have access to resources.	Learners must demonstrate abilities as indicated in the relevant assessment criteria.

My Notes ...

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Session

4 Restrain Animals in a Restraint Facility

Learner Guide:
Page 17

After completing this session, the learner should be able to:
SO 4: Restrain animals in a restraint facility.

Concept (SO 4)	Time frame	Activities related to the concept
The method of checking a restraint facility before being used is demonstrated.	N/a	Activity 4.1 and 4.2
The steps required to restrain a specific animal is demonstrated.		
The ability to restrain groups of animals is demonstrated.		



Arrange a demonstration for the class where an immobiliser is used.



Please allow learners to complete Activity 4.1 and 4.2 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
4.1 Group work; Research; Presentation and Group discussion	Learner Workbook Learner Guide Oral instruction	As per Learner Guide. Assist learners to have access to resources.	Learners must demonstrate abilities as indicated in the relevant assessment criteria.
4.2 Observe; Practical exercise; Make notes	Learner Workbook Learner Guide Oral instruction	As per Learner Guide. Assist learners to have access to resources.	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.	

Excerpt: SAQA Unit Standard: 116197 - NQF Level 1

Title: Observe and handle animals

Field: Agriculture and Nature Conservation

Sub-field: Primary Agriculture

US No: 116197

NQF Level: 1

Credits: 5

Purpose of the Unit Standard:

The learner achieving this unit standard will be able to observe animals regarding their health status and be able to handle them. In addition they will be well positioned to extend their learning and practice into other areas of animal production, ensuring healthy animals and humane treatment.

Learners will gain specific knowledge and skills in animal health and will be able to operate in an animal production environment implementing sustainable and economically viable production principles.

They will be capacitated to gain access to the mainstream agricultural sector, in animal production, impacting directly on the sustainability of the sub-sector. The improvement in production technology will also have a direct impact on the improvement of agricultural productivity of the sector.

Learning Assumed to be in Place and Recognition of Prior Learning:

It is assumed that a learner attempting this unit standard will show competence against the following unit standards or equivalent:

- NQF 1: Basic external animal anatomy and morphology.

Unit Standard Range:

Whilst range statements have been defined generically to include as wide a set of alternatives as possible, all range statements should be interpreted within the specific context of application. Range statements are neither comprehensive nor necessarily appropriate to all contexts. Alternatives must however be comparable in scope and complexity. These are only as a general guide to scope and complexity of what is required.

Specific Outcome (SO) 1:

Observe, record and report behaviour and physical attributes.

Outcome Range: Animal behaviour includes but is not limited to walking, running, feeding, mating, drinking, and sleeping. Animals include, but are not limited to fish, birds, mammals, insects, crustaceans, reptiles, molluscs and amphibians as relevant to the context of application.

Assessment Criteria (AC):

1. The ability to observe and evaluate animal behaviour is demonstrated.
2. The ability to observe and evaluate animal physical attributes is demonstrated.
3. The ability to record and report on animal behaviour and physical attributes is demonstrated.

Specific Outcome (SO) 2:

Evaluate animal behaviour and attributes regarding abnormalities.

Outcome Range: Abnormal behaviour includes but is not necessary limited to lethargy, aggression, lack of appetite or gross signs of disease and abnormalities.

Assessment Criteria (AC):

1. Individual animal abnormalities are observed.
2. Individual animals showing abnormal behaviour are identified.
3. The ability to report to superior is demonstrated.

Specific Outcome (SO) 3:

Move animals to and into a holding facility.

Outcome Range: Moving animals includes but is not limited to collection and moving from holding pens, tanks, houses, etc. as relevant to the context of application.

Outcome Range: Moving animals includes but is not limited to collection and moving from holding pens, tanks, houses, etc. as relevant to the context of application.

Assessment Criteria (AC):

1. The ability to move animals to a collective point, at gate or other opening is demonstrated.
2. The ability to move animals in a controlled manner is demonstrated.
3. Animals are prepared for moving where appropriate.
4. Attending to the needs of the animals before, after and during the moving is demonstrated.

Specific Outcome (SO) 4:

Restrain animals in a restraint facility.

Outcome Range: Restraint facilities are not limited to holding tanks, crushes, hives, houses, paddocks, etc. as relevant to the context of application.

Assessment Criteria (AC):

1. The method of checking a restraint facility before being used is demonstrated.
2. The steps required to restrain a specific animal is demonstrated.
3. The ability to restrain groups of animals is demonstrated.

Assessment Criterion Range: Groups of animals include but are not limited to schools, troops, herds, swarms, colonies, gaggles, flocks, etc.

Assessment Criterion (AC):

4. The ability to restrain animals in a controlled manner without harming or stressing the animal is demonstrated with individual animals as well as with groups of animals.

Unit Standard Essential Embedded Knowledge:

The person is able to demonstrate a basic knowledge of:

- The names and functions of the various animals
- Diseases and abnormalities
- Symptoms relating to animal health
- Rules and codes of conduct relating to the movement, handling and observation of animals.
- The ability to handle animals confidently, safely and humanely
- Recording procedure
- Simple report writing skills
- Animal retention infrastructure control and maintenance skills

Critical Cross-field Outcomes (CCFO):

Identifying: Problem solving relates to outcome:

- Observe, record and report behaviour and physical attributes;

Working: Teamwork: relates to outcomes:

- Collect and move animals to a holding facility.

- Restrain animals in a holding facility;

Organizing: Self Management relates to outcomes:

- Observe, record and report behaviour and physical attributes.

- Evaluate animal behaviour and attributes regarding abnormalitie

- Collect and move animals to a holding facility;

Collecting: Information evaluation: relates to outcomes:

- Observe, record and report behaviour and physical attributes.

- Collect and move animals to a holding facility;

Communicating: Communication relates to outcomes:

- Observe, record and report behaviour and physical attributes.

- Evaluate animal behaviour and attributes regarding abnormalitie

- Collect and move animals to a holding facility;

Science: Use science and technology: relates to outcomes:

- Observe, record and report behaviour and physical attributes.

- Evaluate animal behaviour and attributes regarding abnormalities;

Demonstrating: Inter relatedness of systems: relates to all outcomes;

Contributing: Self-development: relates to all outcomes.