



NQF Level: **1**

US No: **116198**

Facilitator Guide

Primary Agriculture

Harvest Animal Products



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: Harvest Animal Products
US No: 116198 NQF Level: 1 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"/>
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 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.

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What & How will you be Facilitating?

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The Learning Experience...

When you have achieved this unit standard, you will be able to:

- ◆ Understand and identify the readiness of animal products for harvesting and explain the procedure for harvesting of specific products.
- ◆ Understand and describe the origin of animal products for harvesting and use.
- ◆ Understand and describe the indicators and their status used to describe the readiness of the animal products for harvesting.
- ◆ Understand and describe the names, identification and potential of various animal products to be harvested.
- ◆ Describe and demonstrate correct procedures for the harvesting of specific animal products.

Learners will specifically be able to:

- ◆ Understand and describe the origin of animal products for harvesting and use.
- ◆ Understand and describe the indicators and their status used to describe the readiness of the animal products for harvesting.
- ◆ Understand and describe the names, identification and potential of various animal products to be harvested.
- ◆ Describe and demonstrate correct procedures for the harvesting of specific animal products.

Learners will also gain basic knowledge of:

- ◆ Comprehension and understanding of the specific animals producing animal products to be harvested.
- ◆ Origin of animal products.
- ◆ Using of animal products for the benefit of both animals and man.
- ◆ Sensory observation and evaluation of animals and their products and their readiness for harvesting.
- ◆ Observation of animal production cycles over time.
- ◆ Animal classification, nomenclature and common name terms.
- ◆ The purpose of learning about animal production and products. Be able to respond appropriately to defensive animal behaviour.
- ◆ React correctly to defensive behaviour to minimize risk.
- ◆ Follow correct procedures when working with or handling animals.

Learning Assumed to be in Place:

- ◆ No learning is assumed to be in place.

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	10 hours	40 hours	5
Learner Orientation and "Ice Breaker"	40 minutes	20 minutes	20 minutes	N/A
Purpose, Introduction and Learner Directions	1 hour	30 minutes	N/A	N/A
Session 1	5 hours	2 hours	3 hours	1 & self-test
Session 2	10 hours	3 hours	7 hours	2
Session 3	18 hours	2 hours	16 hours	3a & 3b
Session 4	8 hours	2 hours	6 hours	4
Preparation for Assessment & revision	4 hours	4 hours	N/A	N/A

Tips for level of learning



Remember the following before you get started:

This unit standard is aimed at level 1

- A typical level 1 learner might be exposed to the world of work through this learning program for the first time.
- Explain the concepts and define words in a simple, clear and concise method throughout the learning program.
- Take special care to facilitate to ALL learners. Allow them opportunities to share experiences and 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		
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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? 	

Session

1 The origin of animal products for harvesting and use

**Learner Guide:
Page 6**

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

SO 1: Understand and describe the origin of animal products for harvesting and use.

Concept (SO 1)	Time frame	Activities related to the concept
<ul style="list-style-type: none"> The origin and purpose of animal products used by man in the animal before harvesting are identified and illustrated. The animal products used by man are described and understood. The use by man of the animal products to be harvested is described and understood. 	5 hours	1 & Self Test



Please allow learners to complete Activity 1 in their workbooks			
Type of activity	Resources	Instructions to give to the learners	Conclusions
1.: Group work	Learning material, own experience and class discussion.	As per Learner guide and learner workbook.	Demonstrate abilities as indicated in the relevant assessment criteria.

My Notes ...

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Session

2 The readiness of animal products for harvesting

**Learner Guide:
Page 10**

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

SO 2: Understand and describe the indicators and their status used to describe the readiness of the animal products for harvesting.

Concept (SO 2)	Time frame	Activities related to the concept
<ul style="list-style-type: none"> The indicators used to identify the readiness of the products to be harvested in an animal are described and understood. The various levels of the status of the indicators of animal product readiness are described and understood. The effect of the indicator on the product is described and understood. 	10 hours	2 & Self Test



Please allow learners to complete Activity 2 in their workbooks			
Type of activity	Resources	Instructions to give to the learners	Conclusions
2.: Group homework and written report.	Learning material, reference material from a library or the internet and access to a facility (a productive farm) where the learner can ask a farmer about product harvesting.	As per learner Guide. Learner's must be assisted to have access to the resources	Demonstrate abilities as indicated in the relevant assessment criteria.

My Notes ...

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Session

3 Names, identification and potential of various animal products

**Learner
Guide:
Page 13**

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

SO 3: Understand and describe the names, identification and potential of various animal products to be harvested.

Concept (SO 3)	Time frame	Activities related to the concept
<ul style="list-style-type: none"> Understand and describe the names, identification and potential of various animal products to be harvested. The effect of harvesting the product on the animal is described and understood. The specific animal products to be harvested and their parameters are described and understood. The potential of animal products that can be harvested are described and understood. 	18 hours	3a & 3b



Please allow learners to complete Activity 3a & 3b in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
3a.: Individual homework assignment and written report	Reference material obtained from the internet or a local library or extension office	As per learner Guide. Learners must be assisted to have access to the resources	Demonstrate abilities as indicated in the relevant assessment criteria.
3b.: Individual homework assignment and written report.	Reference material obtained from the internet or a local library or extension office	As per learner Guide. Learners must be assisted to have access to the resources.	Learners must demonstrate abilities as indicated in the relevant assessment criteria.

Session

4 Correct procedures for harvesting of specific animal products

**Learner
Guide:
Page 17**

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

SO 4: Describe and demonstrate correct procedures for the harvesting of specific animal products.

Concept (SO 4)	Time frame	Activities related to the concept
<ul style="list-style-type: none"> The various procedures used for harvesting specific animal products are described and understood. The reasons for performing the specific procedures to harvest animal products are described and understood. The potential dangers to the animal and/or to the harvester of the animal products are described and understood. The preparatory, emergency, closing and procedural safety steps to be taken during the harvesting of animal products are described and understood. The equipment required to perform the procedures of the harvesting of animal products including safety equipment is described and understood 	8 hours	4



Please allow learners to complete Activity 4 in their workbooks			
Type of activity	Resources	Instructions to give to the learners	Conclusions
4.: Group field trip, and individual written report with pictures capturing own observations, literature research conducted and group discussions	Learning material, library resources and the internet, as well as a field trip to a production facility where harvesting practices are observed and the farmer or labourers are asked questions.	As per learner Guide. Learner's must be assisted to have access to the resources	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.	