



NQF Level: 3 US No: 116211

Assessment Guide

Primary Agriculture

Minimize risk in animal management



Assessor:

Workplace / Company:

Commodity: Date:

Before we start...

This 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 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:

Title: Minimize risk in animal management
US No: 116211 NQF Level: 3 Credits: 3

This unit standard is one of the building blocks in the qualification 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	49048	3	120	<input type="checkbox"/>
National Certificate in Plant Production	49052	3	120	<input type="checkbox"/>

Please mark the learning program you 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 Assessor:

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

1**SO 1****Instructions to learner:**

Individual work and group discussion.

Learner Guide: Page 9 Facilitator Guide: Page 11

Can the learner:

1. List tools than can be used when handling/managing animals and discuss how the tools will reduce risks?

Model Answer(s):

- *Halters*
- *Bridles*
- *Bits*
- *Nose rings*
- *Crushes*
- *Clamps*
- *Throw lariats and lassos*
- *Casting ropes*
- *Nets*
- *Trap cages*
- *Leashes and collars*
- *Muzzles*
- *Bull holders*

Instructions to learner:

Field trip:

Learner Guide: Page 13 Facilitator Guide: Page 12

- 2a.** Does the learner's written report and contribution to the group discussion show clear understanding of the potential risks of animal handling facilities and can he/she suggest improvements to the facility that was visited on the group field trip?

Model Answer(s):

Notes and discussion should include:

- *Design of yards – should encourage movement, should have escape routes, rectangular corners or smooth curves that limit bunching*
- *Ease of work – self-latching gates, non-slip surfaces*
- *Temperature and shade*
- *Yard size – appropriate for number of animals handled*
- *Are races too wide or correct width so that animals cannot turn around*
- *Are gates well hung?*
- *Does the crush have a neck clamp?*

- 2b.** Is the learner able to demonstrate various types of risk-control techniques?

Model Answer(s):

The demonstration by the learner should include understanding and demonstration of the concepts of:

- *Managing and moving animals using "flight zone" principles*
- *Moving animals calmly, quietly and talking gently*
- *Escape routes*
- *The use of protective gear*
- *The use of several pieces of animal handling equipment*
- *How the equipment should be cleaned, maintained and stored.*

Instructions to learner:

Individual recording of main points (3a), Investigation and written report (3b) and Individual demonstration (3c).

Learner Guide: Page 17 Facilitator Guide: Page 14

- 3a.** Does the learner's written record show a clear understanding of the most important points of the farm safety assessment?

Model Answer(s):

The notes taken should include notes on:

- *How to spot risks*
- *How to assess the risk*
- *How to make changes*
- *Notes on facilities and conditions*
- *Notes on the livestock themselves*

- 3b.** The learner will demonstrate his/her knowledge of a safety assessment of a farm in a walk-around check.

Model Answer(s):

The learner is able to:

- *Correctly identify safety devices and explain how they work*
- *Spot errors and risks*
- *Assess the risk correctly*
- *Suggest improvements and changes*

- 3c.** The learner is able to identify and demonstrate various risk-control techniques.

Model Answer(s):

The demonstration by the learner should include understanding and demonstration of the concepts of:

- *Managing and moving animals using "flight zone" principles*
- *Moving animals calmly, quietly and talking gently*
- *Escape routes*
- *The use of protective gear*
- *The use of several pieces of animal handling equipment*
- *How the equipment should be cleaned, maintained and stored*

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SO 4

Instructions to learner:

Individual investigation and written notes

Learner Guide: Page 19 Facilitator Guide: Page 15

- 4.** Does the learner's written notes include all the components of a well-equipped First Aid Kit??

Model Answer(s):

A well-equipped First Aid Kit should include:

- *A list of emergency phone numbers, including the police, fire department, ambulance services and poison information.*
- *Gauze*
- *Splint wadding*
- *Sterile gauze swabs*
- *Forceps*
- *Scissors*
- *Safety pins*
- *Non-woven Triangular Bandage*
- *Conform bandage*
- *Plaster roll*
- *Anti-allergenic tape*
- *Plaster strips*
- *First Aid Dressing*
- *Lock-on splint*
- *Surgical gloves (medium and large)*
- *CPR mouthpiece*
- *Eye wash*

Summative Test and Attitude & Attribute Evaluation

Before 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:

Unit Standard:	116211	NQF Level:	3
Learner Name:			

Questions	Model Answers
1. What are the two main causes of injury on a farm?	Human error and faulty facilities or equipment.
2. Discuss the basic principles of the flight zone.	Moving a group of cattle takes some knowledge and understanding of the animals' "flight zone". The flight zone is an animals' personal space. When a person penetrates the flight zone, the animal will move. Conversely, when you retreat from the flight zone, the animal will stop moving.
3. Name several important principles in the design of effective and safe handling facilities.	<ul style="list-style-type: none"> • Versatility (how many different jobs can be performed using the crush?) • Suitability for such jobs (dehorning, AI, pregnancy testing, mounting) • Safety of handler and animal • Ease to maintain • Efficient movement of stock • Handler access
4. Name five pieces of animal handling equipment.	Halters, bridles, nose rings, casting ropes, leash and collars
5. Describe the procedure to spot risks on a farm.	<ul style="list-style-type: none"> • Check accident records to identify tasks most likely to cause injury. • Consider situations that cause stress and injury to you and stock.

Questions	Model Answers
	<ul style="list-style-type: none"> • Take into account sex, weight and temperament of stock. • Consider effects of weather and herding on animal behaviour, and time allowed for settling down. • Check potential risk and safety advantages of stock facilities, including mechanical aids and work layout. • Consider what training is required before you can confidently and competently handle stock.
<p>6. Name several animal factors to keep in mind when assessing the risk in handling animals.</p>	<ul style="list-style-type: none"> • Risks vary according to the age, sex, breed, weight, horn status, temperament of animals. • Approach cattle quietly, and make sure that they are aware of your presence. • Bulls are more aggressive during mating season and extremely dangerous when fighting. Separate into different yards where appropriate. • Cows are most likely to charge when they have a young calf at foot. • Heifers can also be dangerous at weaning time. • Isolated cattle often become stressed and are more likely to charge when approached. • Cattle with sharp horns are dangerous - dehorning is necessary. Dehorned and polled cattle can still cause injury.
<p>7. Discuss the contents of a First Aid Kit.</p>	<ul style="list-style-type: none"> • A list of emergency phone numbers, including the police, fire department, ambulance services and poison information. • Gauze • Splint wadding • Sterile gauze swabs • Forceps • Scissors • Safety pins • Non-woven Triangular Bandage • Conform bandage • Plaster roll • Anti-allergenic tape • Plaster strips • First Aid Dressing • Lock-on splint • Surgical gloves (medium and large) • CPR mouthpiece • Eye wash

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>Assessment Judgement 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>Learner's Signature:</p>	<p>Date:</p>
<p>Assessor's Signature:</p>	<p>Date:</p>
<p>Moderator's Signature:</p>	<p>Date:</p>