



NQF Level: 3

US No: 116211

Facilitator Guide

Primary Agriculture

Minimize risk in animal management



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

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	49048	3	120	<input type="checkbox"/>
National Certificate in Plant Production	49052	3	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?

The Learning Experience	6
Learning Program Time Frames	7
Tips for level of learning	8
Facilitator’s Checklist & Training Aids	8
Contextualisation of Content!	10
Session 1: Evaluate risks inherent in handling specific animals.....	11
Learner Guide page 7	
Session 2: Systems required to manage or contain animals or a range of animals.....	12
Learner Guide page 11	
Session 3: Evaluate animal management system.....	13
Learner Guide page 15	
Session 4: Describe the correct treatment of individuals who have been injured or otherwise affected by an animal.....	15
Learner Guide page 18	
What will I do differently next time?	16

The Learning Experience...

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

- ◆ To minimise risk when handling animals.
- ◆ To understand safe containment procedures.

Learners will specifically be able to:

- ◆ Evaluate risks inherent in handling animals
- ◆ Demonstrate an understanding to manage animals
- ◆ Suggest alternative methods or steps in safe management of animals

Learners will also gain basic knowledge of:

- ◆ Comprehension, identification and understanding of the specific animal's defensive behaviour.
- ◆ Animal science.
- ◆ Science involved in animal behaviour.
- ◆ Sensory observation and evaluation of animal behaviour.
- ◆ Evaluation of dangers of animal behaviour.
- ◆ Containment procedures applicable for various animals.
- ◆ Evaluation of the potential hazards of animals.
- ◆ The treatment of various injuries sustained or reactions shown by those who work with animals.
- ◆ Understanding the need for learning about animal defensiveness and behaviour.
- ◆ Basic First aid.

Learning Assumed to be in Place:

- ◆ NQF 3: Explain animal anatomy and physiology.
- ◆ NQF 2: Respond correctly to control defensive behaviour in animals.



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)	30 hours	12 hours	18 hours	4
Learner Orientation and "Ice Breaker"	30 minutes	30 minutes	-	-
Purpose, Introduction and Learner Directions	30 minutes	30 minutes	-	-
Session 1	7 hours	2 hours	5 hours	1
Session 2	7 hours	2 hours	5 hours	2
Session 3	7 hours	2 hours	5 hours	3a –3c
Session 4	5 hours	2 hours	3 hours	4
Preparation for Assessment & revision	3 hours	3 hour	-	

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 3 should develop learners who demonstrate an ability to:-

- Operate within clearly defined contexts.
- Work and learn within a managed environment.
- Actively contribute to team effectiveness.
- Take position on available information, discuss the issues and reach a resolution; produce a coherent presentation and report, providing explanations for positions taken.
- Summarise and interpret information relevant to the context from a range of sources.
- Use their knowledge to select appropriate procedures to solve problems within given parameters.
- Apply skills in measuring the environment using key instruments and equipment operational literacy and numeracy skills; use basic procedures and operations to complete complex tasks.
- Understand the organisational and operating environment as a system.
- Understand one or more fields or discipline's key concepts and knowledge, 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? 	

Session

1 Evaluate risks inherent in handling specific animals

Learner Guide:
Page 8

After completing this session, the learner should be able to:
SO 1: Evaluate risks inherent in handling specific animals or a range of animals.

Concept (SO 1)	Time frame	Activities related to the concept
Risk management is evaluated, understood and described when working with animals.	7 hours	Activity 1
The defensive behaviour processes are described.		
Tools required to manage specific animals are evaluated and explained.		



Please allow learners to complete Activity 1 in their Learner Guides

Type of activity	Resources
1. Individual work and group discussion.	Learner Guide; Oral instruction.
Instructions to give to the learners	
As per learner guide. Assist learners to have resources available	

My Notes ...

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Session

2 Systems required to manage or contain animals or a range of animals

Learner Guide:
Page 11

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

SO 2: Demonstrate an understanding of systems required to manage or contain animals or a range of animals.

Concept (SO 2)	Time frame	Activities related to the concept
The appropriate infrastructure required for the management of animals is described.	7 hours	Activity 2
The appropriate requirements for the containment of a specific animal are explained.		



Please allow learners to complete Activity 2 in their Learner Guides

Type of activity	Resources
2. Field trip, observation, practical demonstration and discussion.	Arrange for learners to visit a beef production unit. Learner Guide; Oral instruction.
Instructions to give to the learners	
As per learner guide. Assist learners to have resources available	

Session

3 Evaluate animal management systems

**Learner
Guide:
Page 15**

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

SO 3: Evaluate animal management systems and suggest alternatives methods, processes or steps in safe management of animals.

Concept (SO 3)	Time frame	Activities related to the concept
The maintenance of safe animal management systems including equipment and structures are demonstrated.	7 hours	Activity 3a – 3c
Existing animal management systems is evaluated and appropriate comment on the efficacy of such systems is provided.		
Existing animal management equipment is evaluated and appropriate comment of its condition, availability and appropriateness are provided.		
Alternate methodologies, equipment and procedures for the safe management of animals are proposed.		

My Notes ...

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Session

4 Describe the correct treatment of individuals who have been injured or otherwise affected by an animal

**Learner Guide:
Page 18**

After completing this session, the learner should be able to:
SO 4: Demonstrate an understanding and describe correct treatment of individuals who have been injured or otherwise affected by an animal or a range of animals.

Concept (SO 4)	Time frame	Activities related to the concept
The correct treatment for an individual injured by an animal or animals using is described.	7 hours	Activity 4
Systems for the safe management of animals is developed and maintained.		
Precautions that can be implemented to avoid incidents of conflict is described.		



Please allow learners to complete Activity 4 in their Learner Guides

Type of activity	Resources
4. Investigate and make notes.	Arrange a demonstration for the class to show what a suitable First Aid Kit should be like. Give a checklist of the basic components of a well-equipped First Aid Kit. Learner Guide; Oral instruction.
Instructions to give to the learners	
As per learner guide. Assist learners to have resources available.	

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.	