



NQF Level: 3 US No: 116211

Learner Guide

Primary Agriculture

Minimize Risk in Animal Management



My name:

Company:

Commodity: Date:

Before we start...

Dear Learner - This Learner Guide contains all the information to acquire all the knowledge and skills leading to the unit standard:

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

The full unit standard will be handed to you by your facilitator. Please read the unit standard at your own time. Whilst reading the unit standard, make a note of your questions and aspects that you do not understand, and discuss it with your facilitator.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently doing:

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:

Your facilitator should explain the above concepts to you.

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"/>

This Learner Guide contains all the information, and more, as well as the activities that you will be expected to do during the course of your study. Please keep the activities that you have completed and include it in your **Portfolio of Evidence**. Your PoE will be required during your final assessment.

What is assessment all about?

You will be assessed during the course of your study. This is called *formative assessment*. You will also be assessed on completion of this unit standard. This is called *summative assessment*. Before your assessment, your assessor will discuss the unit standard with you.

Assessment takes place at different intervals of the learning process and includes various activities. Some activities will be done before the commencement of the program whilst others will be done during programme delivery and other after completion of the program.

The assessment experience should be user friendly, transparent and fair. Should you feel that you have been treated unfairly, you have the right to appeal. Please ask your facilitator about the appeals process and make your own notes.

Your activities must be handed in from time to time on request of the facilitator for the following purposes:

- ◆ The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- ◆ It is important that you complete all the activities, as directed in the learner guide and at the time indicated by the facilitator.
- ◆ It is important that you ask questions and participate as much as possible in order to play an active roll in reaching competence.
- ◆ When you have completed all the activities hand this in to the assessor who will mark it and guide you in areas where additional learning might be required.
- ◆ You should not move on to the next step in the assessment process until this step is completed, marked and you have received feedback from the assessor.
- ◆ Sources of information to complete these activities should be identified by your facilitator.
- ◆ **Please note** that all completed activities, tasks and other items on which you were assessed must be kept in good order as it becomes part of your **Portfolio of Evidence** for final assessment.

Enjoy this learning experience!

How to use this guide ...

Throughout this guide, you will come across certain re-occurring “boxes”. These boxes each represent a certain aspect of the learning process, containing information, which would help you with the identification and understanding of these aspects. The following is a list of these boxes and what they represent:



What does it mean? Each learning field is characterized by unique terms and **definitions** – it is important to know and use these terms and definitions correctly. These terms and definitions are highlighted throughout the guide in this manner.



You will be requested to complete **activities**, which could be group activities, or individual activities. Please remember to complete the activities, as the facilitator will assess it and these will become part of your portfolio of evidence. Activities, whether group or individual activities, will be described in this box.



Examples of certain concepts or principles to help you contextualise them easier, will be shown in this box.



The following box indicates a **summary** of concepts that we have covered, and offers you an opportunity to ask questions to your facilitator if you are still feeling unsure of the concepts listed.

My Notes ...

You can use this box to jot down questions you might have, words that you do not understand, instructions given by the facilitator or explanations given by the facilitator or any other remarks that will help you to understand the work better.

.....

.....

.....

.....

.....

.....

What are we going to learn?

What will I be able to do?	6
Learning outcomes	6
What do I need to know?	6
Session 1: Evaluate risks inherent in handling specific animals.....	7
Session 2: Systems required to manage or contain animals or a range of animals.....	11
Session 3: Evaluate animal management system.....	15
Session 4: Describe the correct treatment of individuals who have been injured or otherwise affected by an animal.....	18
Am I ready for my test?	20
Checklist for Practical assessment	21
Paperwork to be done	22
Terms and conditions	23
Acknowledgements	23
SAQA Unit Standards	

What will I be able to do?

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

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

Learning Outcomes

At the end of this learning module, you must be able to demonstrate a basic knowledge and understanding of:

- ◆ Comprehension, identification and understanding of the specific animal's defensive behaviour.
- ◆ 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.

What do I need to know?

It is expected of the learner attempting this unit standard to demonstrate competence against the unit standard:

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

My Notes ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Session

1 Evaluate risks inherent in handling specific animals

After completing this session, you should be able to:

SO 1: Evaluate risks inherent in handling specific animals or a range of animals.

In this session we explore the following concepts:

- ◆ Risk associated with handling animals.
- ◆ Defensive behaviour.
- ◆ Flight zone.
- ◆ Movement of animals.

1.1 Introduction

Risk management is a process for controlling exposure to health and safety risks associated with hazards in the workplace. In many cases risk management is nothing more than a careful examination of what could cause harm to people in your workplace and:

- ◆ weighing up whether you have taken enough precautions or
- ◆ should do more to prevent harm, **and**
- ◆ controlling exposure to prevent harm.

The aim is to make sure that no one gets hurt.

For those who work in production agriculture, there are inherent physical risks prevalent on a daily basis. In fact, agricultural occupations are consistently ranked among the most dangerous in industrial activities.

1.2 The risk associated with handling animals: Physical Injuries

More than 50% of injuries in animal handling are due to human error, while faulty equipment and facilities account for about 25% of the perceived causes.

A better understanding of how an animal may respond to human interaction and to its immediate surroundings will help keep you from becoming an injury victim. Human error is the primary cause of many types of accidents. These errors in judgement and action are due to a variety of reasons, but occur most often when people are tired, hurried, upset, preoccupied, or careless.

Proper animal handling techniques can reduce your risk of injury. Understanding of animal behaviour can help you to avoid dangerous situations. Handling practices can be less stressful to the animals and safer for you if you understand the behavioural characteristics of animal.

Farm animals can cause serious injury if not handled properly. Handling animals may involve among others riding, drenching, dipping, tagging, branding and shearing.

Animals can give a swift, hard kick, so watch their behaviour, respect their size and strength and where possible don't stand behind them.

Some major causes of animal handling accidents are:

- Fearful, agitated animals
- Faulty equipment
- Male dominance aggression

In this section you will focus on farm animals, but most importantly **large** livestock.

Fearful large animals are dangerous animals. They are more likely to injure themselves or you than unafraid animals.

1.3 Defensive behaviour

All grazing animals have wide-angle vision because their eyes are located on the sides of their heads. This enables them to see all around them, except directly behind.

If you suddenly walk into the blind spot area behind an animal, you may be kicked. This is especially the case with horses. So when you walk behind a horse, talk to it so that it knows you're there.

Horses and cattle are more sensitive to loud sounds than you are. So when you are working around large animals speak softly. Yelling at an animal may result in the animal becoming fearful, and it may kick, charge or attempt to escape.

An understanding of fear-motivated behaviour helps prevent accidents. When you separate herd animals they often become agitated and fearful. A single animal that is attempting to rejoin its herd mates can be very dangerous.

You should never get into a confined space with a single, agitated, large animal. Either the animal should be released, or more animals should be put in with it.

1.4 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.

Cattle backing-up (reversing) in squeeze chutes have caused many accidents. If an animal backs-up, you should back up and remove yourself from the animal's flight zone. When you back away, the animal often settles down. You should never attempt to push a reversing animal forward; this will increase its agitation and may cause an accident.

1.5 Movement of animals

When you move animals quietly, it is safer. You should not yell or flap your arms, because that will agitate animals.

Excessive use of electric prodders increases animal agitation as well as the risks of injury. For the welfare and safety of yourself and the animal you should avoid electric prodders as much as possible. Non-electrical driving aids, such as plastic paddles and flags or streamers should be used to quietly guide the animals. You should be careful not to scare the animals.



Please complete Activity **1**:

List as many tools as you can think of that can be used when handling/managing specific animals. Discuss within your group how that equipment/tool will reduce risks.

Session

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

After completing this session, you should be able to:

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

In this session we explore the following concepts:

- ◆ Principles of good design.

2.1 Introduction

One of the most important things to consider when planning for safe animal handling is the layout of yards and handling facilities. The handling facilities should be designed in a way that it reduces the risk of injury.

2.2 Principles of good design

Yards that are not designed to encourage movement will result in increases in injuries. The absence of escape routes for the handlers increases the risk of injury.

■ To control risk

- ◆ Improve the existing yard, by making safety the key factor of your design.
- ◆ Design for safety and ease of work
 - Self-latching gates
 - Ready access and escape
 - Surfaces that reduce risk of falls or tripping

■ Temperature and shade

- ◆ Working in hot conditions can cause stress for animals.
- ◆ To control risk: Yards should allow adequate shade.

■ Noise

- ◆ Will make animals more prone to balk and increase your risk of injury.

■ Location of yards

- ◆ Can help with ease of movement and increase your safety.
- ◆ Injury associated with handling is more likely where cattle balk and become difficult to handle
- ◆ To control risk: Yard should allow safe access in all weather conditions.

■ Yards size and shape

- ◆ Should be adequate for number of animals handled - overcrowding leads to increased risk
- ◆ In rectangular yards, animals bunch up in the corner so the heads are away from you and increase the difficulty of handling and the risk of injury

■ Forcing yard/pen

- ◆ Poorly designed pens increases handling difficulties and risk of injury
- ◆ To control risk: forcing pens should be curved and pens should have an optimum width.

■ Race

- ◆ Races that are too wide allow small animals to turn around, making movement difficult.

■ Gates

- ◆ Poorly hung gates make animal handling more difficult and increases risks.

■ Access and escape routes

- ◆ Serious injury can occur where there are no escape routes in a forcing pen or chute or crush.

■ Crush

- ◆ By using head clamps when treating animals you will reduce the risk of injury.

■ Other factors to consider

- ◆ A period of intensive handling in yards and tailing-out as weaners, can make subsequent handling of mature animals easier.
- ◆ Bulls are more aggressive during the mating season and extremely dangerous when fighting. Separate into different yards where applicable.
- ◆ Cows and heifers are most likely to charge when they have a young calf at foot.
- ◆ Isolated cattle often become stressed and are likely to charge when approached.

- ◆ Cattle with sharp horns are dangerous and dehorning is recommended where practical.
- ◆ Avoid working in overstocked yards.
- ◆ While herding cattle through a gate, work from one side to avoid being knocked down.
- ◆ When working with cattle in a crush to vaccinate or apply tail tags, be careful that sudden movements of the animals will not crush your arms against the rails or posts.
- ◆ Approach cattle quietly and make sure that they are aware of your presence.
- ◆ When closing a gate behind cattle in a crush or small yard, stand to one side or with one foot on the gate in case the mob forces the gate back suddenly.
- ◆ To avoid injury attempt to work either outside of the animal's kicking range or directly against the animal.
- ◆ Follow a regular routine so as not to alarm cows.
- ◆ Restrain the animal in a head clamp when working on the head.
- ◆ Take care when using brands or knives for castrating or hoof trimming.
- ◆ When working with stud cattle, train animals to accept intensive handling such as grooming, washing and clipping.
- ◆ When leading cattle on a halter, never wrap the lead rope around your arm or hand.
- ◆ Fit bulls with a nose ring and lead by holding their heads up with a nose lead.

The proper design, construction and operation of a cattle-handling facility are important to ensure safe working conditions for animals and humans.

Understanding the inherent behaviour of cattle, plus working them slowly and quietly, will reduce injuries and help make your operation run more smoothly and efficiently.



Please complete Activity 2:

Visit a beef production unit such as a beef cattle farm or a feedlot under supervision of your facilitator.

- Identify potential risks and improvements that could be made to the infrastructure that you see. Write down your observations and suggestions.
- Demonstrate, under supervision, various types of risk-control techniques.
- Listed above is a selection of features to design safe handling facilities. Assess the unit that you are observing by ticking the features that are present. Discuss those that are not applicable.

Session

3 Evaluate animal management systems

After completing this session, you should be able to:

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

In this session we explore the following concepts:

- ◆ Steps in safe management of animals.

3.1 Introduction

To evaluate any animal management systems you should have criterion which you should follow and for which alternative methods can be suggested.

These criteria should include the following:

- ◆ 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

Injuries from livestock relate to a number of factors - inadequate yard design, lack of training of handlers, unsafe work practices, and the weight, sex, stress factor and temperament of animals

3.2 Steps in safe management of animals

■ How to spot risks

- ◆ Check accident records to identify tasks most likely to cause injury.
- ◆ Consider situations that cause stress and injury to you and stock.
- ◆ 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.

■ How to make the changes

Here are some suggestions for improving safety in cattle handling:

- ◆ Always plan ahead. Prepare and communicate safe work practices. Get assistance if necessary.
- ◆ Wear appropriate clothing, including protective footwear and a hat for sun protection.
- ◆ Make use of facilities and aids - head rails, branding cradles, whips, drafting canes, dogs etc.
- ◆ Know the limitations of yourself and others - work within those limitations.
- ◆ Respect cattle - they have the strength and speed to cause injury.

■ Facilities and conditions

- ◆ Yards and sheds should be strong enough and of a size to match the animals being handled.
- ◆ Good yard design assists the flow of stock. Avoid sharp, blind corners, and ensure gates are well positioned.
- ◆ Keep facilities in good repair and free from protruding rails, bolts, wire etc.
- ◆ Where cattle need restraining, use crushes, head clamps, cradles, etc.
- ◆ Footholds and well-placed access ways are important.
- ◆ Try to maintain yards in non-slippery condition.
- ◆ Cattle are more unpredictable during cold, windy weather.

■ **The stock**

- ◆ 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.



Activity 3a: Practical exercise.

A farm safety specialist will speak to you about farm safety.

- You have to identify and record a number of risk situations that need to be monitored on a farm.

Activity 3b: Practical demonstration.

- Demonstrate a safety walk-around check on all the devices used for safety, and make sure everything is in proper order, pointing out the use of safety devices used on farm equipment.

Activity 3c: Practical demonstration.

- Identify risks and demonstrate various types of risk-control techniques. .



Concept (SO 3)	I understand this concept	Questions that I still would like to ask
The maintenance of safe animal management systems including equipment and structures are demonstrated.		
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.		

Session

4

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

After completing this session, you 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.

4.1 Introduction

All production units must be emergency ready. By being well prepared with emergency plans and equipment you will ensure that damage is minimised when accidents happen.

- ◆ Emergency plans and procedures should be prepared and be available.
- ◆ Emergency plans should include plans for dealing with injury, etc.
- ◆ Location of telephones and emergency numbers should be included.
- ◆ A suitable first aid kit should be accessible on the property.
- ◆ At least one person should be trained in first aid.

4.2 Summary

An understanding of the behavioural principles of animal handling helps reduce accidents. By handling the animals calmly and quietly will reduce accidents. It is essential to keep facilities well maintained and to have non-slip flooring. There are certain inherent dangers when handling large animals. Applying the information in this unit standard can help make animal handling safer, but it is impossible to eliminate risk completely.

■ **To improve facility safety**

- ◆ **Solid Sides.** The crowd gate in the crowd pen also should be solid to prevent animals from turning back.
- ◆ **Man-Gates.** Install numerous man-gates so that you can easily escape. This is especially important in confined areas with solid fences where you may be deep in the animal's flight zone.
- ◆ **Non-slip Flooring.** It is impossible to handle large animals safely when they are slipping on the floor or panic because they are losing their footing. Facilities should have a non-slip floor surface.
- ◆ **Noise Reduction.** Facilities should be constructed to minimize noise. Excessive noise is one cause of animal agitation.

■ **Handling tips to improve safety**

- ◆ **Lead Rope.** The lead rope on a horse or steer should **never** be wrapped around a person's hand or tied in any way to a person.
- ◆ **Slow Movements.** Move slowly and deliberately around animals. Sudden movements may cause horses or cattle to balk.
- ◆ **Gentle Handling.** The use of electric prodders should be minimized.



Please complete Activity 4: **Practical exercise.**

- Prepare a checklist of the components of a well-equipped First Aid Kit.
- Make a chart of emergency phone numbers, police and fire departments, and ambulance services.



Concept (SO 4)	I understand this concept	Questions that I still would like to ask
The correct treatment for an individual injured by an animal or animals using is described.		
Systems for the safe management of animals is developed and maintained.		
Precautions that can be implemented to avoid incidents of conflict is described.		

Am I ready for my test?

- ◆ Check your plan carefully to make sure that you **prepare in good time**.
- ◆ You have to be found **competent** by a qualified **assessor** to be declared competent.
- ◆ Inform the assessor if you have any **special needs** or requirements **before** the agreed date for the test to be completed. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally.
- ◆ Use this worksheet to help you prepare for the test. These are **examples of possible questions** that might appear in the test. All the information you need was taught in the classroom and can be found in the learner guide that you received.

1. **I am sure** of this and understand it well
2. **I am unsure** of this and need to ask the Facilitator or Assessor to explain what it means

Questions	1. I am sure	2. I am unsure
1. What are the two main causes of injury on a farm?		
2. Discuss the basic principles of the flight zone.		
3. Name several important principles in the design of effective and safe handling facilities.		
4. Name five pieces of animal handling equipment.		
5. Describe the procedure to spot risks on a farm.		
6. Name several animal factors to keep in mind when assessing the risk in handling animals.		
7. Discuss the contents of a First Aid Kit.		

Checklist for practical assessment ...

Use the **checklist** below to help you prepare for the part of the practical assessment when you are observed on the **attitudes** and **attributes** that you need to have to be found competent for this learning module.

Observations	Answer Yes or No	Motivate your Answer (Give examples, reasons, etc.)
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- ◆ The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- ◆ The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- ◆ You will be asked to give your own feedback and to sign this document.
- ◆ It will be placed together with this completed guide in a file as part of your portfolio of evidence.
- ◆ The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.

Paperwork to be done ...

Please assist the assessor by filling in this form and then sign as instructed.

Learner Information Form			
Unit Standard	116211		
Program Date(s)			
Assessment Date(s)			
Surname			
First Name			
Learner ID / SETA Registration Number			
Job / Role Title			
Home Language			
Gender:	Male:		Female:
Race:	African:	Coloured:	Indian/Asian: White:
Employment:	Permanent:		Non-permanent:
Disabled	Yes:		No:
Date of Birth			
ID Number			
Contact Telephone Numbers			
Email Address			
Postal Address			Signature:

Terms & Conditions

This material was developed with public funding and for that reason this material is available at no charge from the AgriSETA website (www.agriseta.co.za).

Users are free to produce and adapt this material to the maximum benefit of the learner.

No user is allowed to sell this material whatsoever.

Acknowledgements

■ **Project Management:**

M H Chalken Consulting

IMPETUS Consulting and Skills Development



■ **Developer:**

Mr J H P van der Merwe

■ **Authenticator:**

Mr M M Ratsaka

■ **Technical Editing:**

Dr M Roets

■ **Language Editing:**

Mr D Erasmus

■ **OBE Formatting:**

Ms P Prinsloo

■ **Design:**

Didacsa Design SA (Pty) Ltd



■ **Layout:**

Ms P Prinsloo



All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Minimise risk in animal management

SAQA US ID	UNIT STANDARD TITLE		
116211	Minimise risk in animal management		
SGB NAME	NSB	PROVIDER NAME	
SGB Primary Agriculture	NSB 01-Agriculture and Nature Conservation		
FIELD		SUBFIELD	
Agriculture and Nature Conservation		Primary Agriculture	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Registered	2004-10-13	2007-10-13	SAQA 0156/04

PURPOSE OF THE UNIT STANDARD

The learner achieving this standard will be in a position to work with animals with minimum risk to himself, the public and the animal. There will also be an understanding of safe containment procedures. In addition they will be well positioned to extend their learning and practice into other areas of agriculture and animal husbandry to the benefit of the industry.

Learners will gain specific knowledge and skills in animal defensiveness and behaviour 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 demonstrate competence against the following unit standards or equivalent:

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

UNIT STANDARD RANGE

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.

UNIT STANDARD OUTCOME HEADER

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Evaluate risks inherent in handling specific animals or a range of animals.

OUTCOME RANGE

Animals include but are not limited to mammals, birds, reptiles, insects, crustaceans and molluscs, as relevant to the context of operation.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Risk management is evaluated, understood and described when working with animals.

ASSESSMENT CRITERION 2

The defensive behaviour processes are described.

ASSESSMENT CRITERION 3

Tools required to manage specific animals are evaluated and explained.

SPECIFIC OUTCOME 2

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

OUTCOME RANGE

Animals include but are not limited to mammals, birds, reptiles, insects, crustaceans and molluscs, as relevant to the context of operation.

Ranges of animals include but are definitively not limited to a swarm, a colony, a herd, a flock, a school or a nest, as relevant to the context of operation.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The appropriate infrastructure required for the management of animals is described.

ASSESSMENT CRITERION 2

The appropriate requirements for the containment of a specific animal are explained.

SPECIFIC OUTCOME 3

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

OUTCOME RANGE

Animals include but are not limited to mammals, birds, reptiles, insects, crustaceans and molluscs, as relevant to the context of operation.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The maintenance of safe animal management systems including equipment and structures are demonstrated.

ASSESSMENT CRITERION 2

Existing animal management systems is evaluated and appropriate comment on the efficacy of such systems is provided.

ASSESSMENT CRITERION 3

Existing animal management equipment is evaluated and appropriate comment of its condition, availability and appropriateness are provided.

ASSESSMENT CRITERION 4

Alternate methodologies, equipment and procedures for the safe management of animals are proposed.

SPECIFIC OUTCOME 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.

OUTCOME RANGE

Animals include but are not limited to mammals, birds, reptiles, insects, crustaceans and molluscs, as relevant to the context of operation.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The correct treatment for an individual injured by an animal or animals using is described.

ASSESSMENT CRITERION 2

Systems for the safe management of animals is developed and maintained.

ASSESSMENT CRITERION 3

Precautions that can be implemented to avoid incidents of conflict is described.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

The assessment of qualifying learners against this standard should meet the requirements of established assessment principles.

It will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which the qualifying learners are working. These activities and tools may include an appropriate combination of self-assessment and peer assessment, formative and summative assessment, portfolios and observations etc.

The assessment should ensure that all the specific outcomes; critical cross-field outcomes and essential embedded knowledge are assessed.

The specific outcomes must be assessed through observation of performance. Supporting evidence should be used to prove competence of specific outcomes only when they are not clearly seen in the actual performance.

Essential embedded knowledge must be assessed in its own right, through oral or written evidence and cannot be assessed only by being observed.

The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a qualifying learner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a qualifying learner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, then they should not be assessed as competent.

Evidence of the specified critical cross-field outcomes should be found both in performance and in the essential embedded knowledge.

Performance of specific outcomes must actively affirm target groups of qualifying learners, not unfairly discriminate against them. Qualifying learners should be able to justify their performance in terms of these values.

- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The person is able to demonstrate a 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.
- Understanding support networks and structures.
- Communication models.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):**UNIT STANDARD CCFO IDENTIFYING**

Problem Solving: Relates to all outcomes.

UNIT STANDARD CCFO WORKING

Teamwork: Relates to all outcomes.

UNIT STANDARD CCFO ORGANIZING

Self Organisation and Management: Relates to all outcomes.

UNIT STANDARD CCFO COLLECTING

Interpretation of information: Relates to outcomes:

- Evaluate risks inherent in handling specific animals or a range of animals.
- Demonstrate an understanding of systems required to manage or contain animals or a range of animals.

UNIT STANDARD CCFO COMMUNICATING

Communication: Relates to outcome:

- Demonstrate an understanding and describe correct treatment of individuals who have been injured or otherwise affected by an animal or a range of animals.

UNIT STANDARD CCFO SCIENCE

Science and technology: Relates to all outcomes.

UNIT STANDARD CCFO DEMONSTRATING

The world as a set: Relates to outcome

- Demonstrate an understanding and describe correct treatment of individuals who have been injured or otherwise affected by an animal or a range of animals.

UNIT STANDARD CCFO CONTRIBUTING

Personal Development: Relates to all outcomes.

UNIT STANDARD ASSESSOR CRITERIA

N/A

UNIT STANDARD NOTES

N/A

All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.