



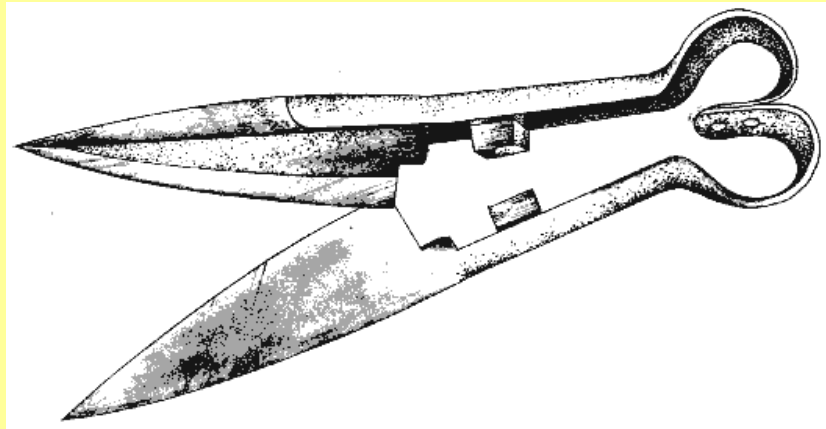
NQF Level: 3

US No: 116217

Facilitator Guide

Primary Agriculture

Explain the harvesting of 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. Terms and conditions apply.



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: Explain the harvesting of animal products		
US No: 116217	NQF Level: 3	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 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?

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The Learning Experience...

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

- ◆ Evaluate animal products that are suitable for harvesting based on their availability and value.
- ◆ Create infrastructure to facilitate the harvesting of animal products.
- ◆ Evaluate animal harvesting systems and suggest alternative methods, processes or steps in animal product harvesting systems.
- ◆ Understand and describe the processing of harvested products with special references to adding value to such harvested animal products.
- ◆ Maintain animal harvesting systems.

Learners will also gain basic knowledge of:

- ◆ Comprehension, identification and understanding of the specific animals and animal products.
- ◆ Animal science.
- ◆ Science involved in animal products.
- ◆ Sensory observation and evaluation animal products.
- ◆ Evaluation of animal product processing systems over time.
- ◆ Maintenance requirements of animal product processing systems.
- ◆ Evaluation of the potential of animal products for adding value.
- ◆ The purpose of learning about animal product processing.
- ◆ Basic processing systems methodology.
- ◆ Animal product processing technology.
- ◆ Basic record keeping.
- ◆ Observation and understanding of sensory cues in processing systems.

Learning Assumed to be in Place:

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

- ◆ NQF 2: Apply animal harvesting procedure
- ◆ NQF 2: Observe and inspect animal health
- ◆ NQF 2: Monitor, collect and collate agricultural data.



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)	50 hours	19 hours 30 minutes	30 hours 30 minutes	NA
Learner Orientation and "Ice Breaker"	1 hour	0	1 hour	NA
Purpose, Introduction and Learner Directions	1 hour	1 hour	0	NA
Session 1	9 hours	4 hours	5 hours	1
Session 2	9 hours	3 hours	6 hours	2 & 3
Session 3	10 hours	4 hours	6 hours	4
Session 4	8 hours	3 hours	5 hours	5
Session 5	9 hours	3 hours	6 hours	6
Preparation for Assessment & revision	3 hours	1 hour 30 minutes	1 hour 30 minutes	NA

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 2 should develop learners who demonstrate an ability to:-

- Work and learn in a disciplined manner in a well-structured and supervised environment.
- Manage their time effectively.
- Develop sound working relationships and an ability to work effectively as part of a group.
- Express an opinion on given information clearly in spoken and written form.
- Collect, organise and report information clearly and accurately.
- Use their knowledge to select and apply known solutions to well-defined routine problems.
- Use a variety of common tools and instruments; apply literacy and numeracy skills to a range of different but familiar contexts.
- Understand the environment within which he/she operates in a wider context.
- Gain knowledge of one or more areas or fields of study, 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, and 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 Animal products that are suitable for harvesting

Learner Guide:
Page 7

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

SO 1: Evaluate animal products that are suitable for harvesting based on their availability and value.

Concept SO 1, AC 1-3	Time frame	Activities related to the concept
Animal production is evaluated, understood and described.	9 hours	Activity 1
Knowledge of animals, their products and production processes are demonstrated		
An understanding of the evaluation of availability and condition of infrastructure against the potential of evaluating, establishing or expanding animal product harvesting procedures is demonstrated		



Please allow learners to complete Activity 1 in their Learner Guides

Type of activity	Resources
1. Conduct a study and write a report.	Copies of product price records, learner guide and stationary.
Instructions to give to the learners	
Divide into groups of 4 or 5 learners and visit the chosen agency that the farm sells its product to. Obtain copies of product price records for at least 2 seasons and compare it to records of the amount of product sold for the same time period. Write a report to show the correlation between market price and availability of the product. Communicate your findings in the form of a graph or a chart	

Session

2 Infrastructure for harvesting

Learner Guide:
Page 13

After completing this session, the learner should be able to:
SO 2: Create infrastructure to facilitate the harvesting of animal products.

Concept SO 2, AC 1-3	Time frame	Activities related to the concept
The establishment of infrastructure to enable animal products to be harvested is demonstrated.	9 hours	Activity 2-3
The appropriate requirements of the location of the proposed animal-harvesting site are explained.		
The appropriate infrastructure required for the management of animals and animal products is explained.		



Please allow learners to complete Activity 2 & 3 in their Learner Guides

Type of activity	Resources
2. Field trip and observation.	Farm / facility where harvesting practices can be observed. Learner guides and stationary.
Instructions to give to the learners	
Arrange an outing to relevant animal harvesting facilities, where they can observe the difference between each facility. Note down the difference differences and relate it to the product that is harvested.	
Type of activity	Resources
3. Practical assignment.	Learner guides and stationary.
Instructions to give to the learners	
Learners must create their own infrastructure to facilitate the harvesting of a given product. Compare and motivate how and why your infrastructure differ from those compared. There are an animal product that does not take a lot of effort to harvest, such as honeybees and silkworms. As an assignment establish such a type of enterprise and plan a harvesting facility. When bees are handled, make sure that the proper protective equipment for handling bees is used	

3 Maintain harvesting systems

Session

Learner Guide:
Page 18

After completing this session, the learner should be able to:
SO 3: Maintain animal harvesting systems.

Concept SO 3, AC 1-3	Time frame	Activities related to the concept
Animal harvesting systems including equipment, buildings and systems is maintained.	10 hours	Activity 4
The legal requirements applicable to animal harvesting systems is explained and applied.		
Infrastructural tasks are done to comply with legal and maintenance requirements.		



Please allow learners to complete Activity 4 in their Learner Guides

Type of activity	Resources
4. Practical assignment.	Learner guide.
Instructions to give to the learners	
Identify alternative methods to harvested animal products. Animal products are not limited to fiber, meat or milk. Then discuss these alternatives to see if it is practical to implement it.	

4 Harvesting methods

Session

Learner Guide:
Page 33

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

SO 4: Evaluate animal harvesting systems and suggest alternative methods, processes or steps in animal product harvesting systems.

Concept SO 4, AC 1-4	Time frame	Activities related to the concept
The harvesting system employed for harvesting animal products are illustrated and described.	8 hours	Activity 5
The physiology of the animal in relation to the animal products produced is illustrated and described.		
Methodologies for implementing productivity enhancements in animal product harvesting systems are illustrated and described.		
Alternative animal harvesting steps, processes or methods are implemented.		



Please allow learners to complete Activity 5 in their Learner Guides

Type of activity	Resources
5. Individual assignment.	Learner guide.
Instructions to give to the learners	
Identify physical attributes that could better the product quality. Discuss various methods of value adding to meat, milk, etc. You should cover at least five different animal products.	

5 Adding value

Session

Learner Guide:
Page 37

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

SO 5: Understand and describe the processing of harvested products with special reference to adding value to such harvested animal products.

Concept SO 5, AC 1-4	Time frame	Activities related to the concept
The harvesting system employed for harvesting animal products are illustrated and described.	9 hours	Activity 6
The physiology of the animal in relation to the animal products produced is illustrated and described.		
Methodologies for implementing productivity enhancements in animal product harvesting systems are illustrated and described.		
Alternative animal harvesting steps, processes or methods are implemented.		



Please allow learners to complete Activity 6 in their Learner Guides

Type of activity	Resources
6. Field trip and discussion.	Facility, harvesting equipment and Learner guide.

Instructions to give to the learners

Learners will be taken by the facilitator to a harvesting system, where harvesting is taking place. Learners will have to observe the methods used, the equipment used and the steps, which are followed to maintain the ease of harvesting. Discuss the maintenance requirements of equipment used.

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.	