



NOF Level: 4 US No: 116285

Assessment Guide

Primary Agriculture

*Explain Functional
Animal Anatomy and
Physiology*



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: Explain functional animal anatomy and physiology
US No: 116285 NQF Level: 4 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	48979	4	120	ρ
National Certificate in Plant Production	49009	4	120	ρ

Please mark the learning program you are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	ρ	ρ
Skills Program?	ρ	ρ
Short Course?	ρ	ρ

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.

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Instructions to learner:

Individual written assignment

Learner Guide: Page 39

Facilitator Guide: Page 12

With the aid of a diagram explain the cardiac cycle.

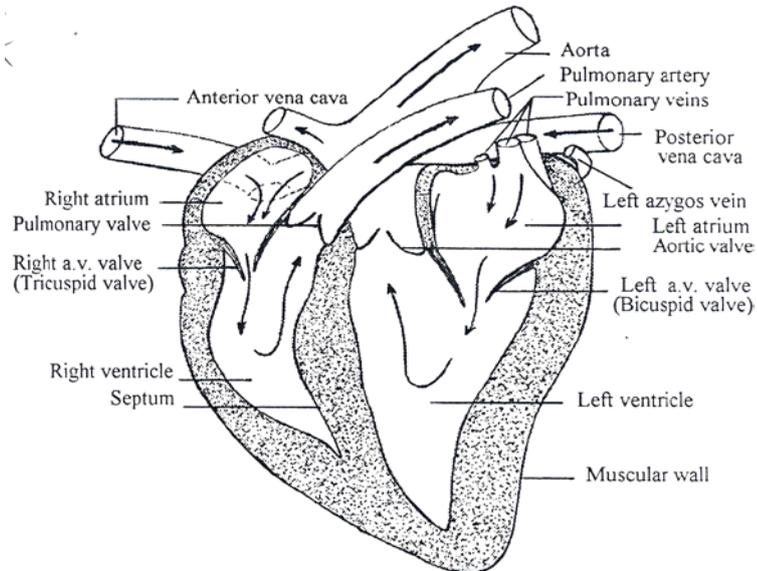
What happens when the heart pumps?

In the explanation it must be clear where the oxygen rich and oxygen poor blood flows through the heart.

Does the learner show an understanding of the cardiac cycle?

Model Answer(s):

- *The mammalian heart has 4 chambers enclosed by muscular tissue. The top two chambers are called the atria (plural of atrium) and the lower two the ventricles. A septum completely separates the right and the left sides of the heart from each other. However, there is a free passage of blood between the atrium and the ventricle on the same side. The right side of the heart is the venous or lung part and the left side is the arterial or systemic part of the heart. The wall of the ventricles are much thicker than that of the atria and the wall of the left ventricle again is thicker than that of the right ventricle.*



- *The reasons for the difference in thickness of the heart-muscle are:*
- *The only work that the atria does is to store the blood for short periods and then to force it into the ventricles, thus the walls are very thin.*
- *The left ventricle works against the resistance of the whole systemic vascular system, whilst the right ventricle only works against the vascular resistance of the lungs.*

- *The heart has four valves, two on each side. They serve to stop any backflow of blood. The valves between the atria and the ventricles are called the atrio-ventricular (AV) valves. The valve that stops the backflow of blood from the aorta to the left ventricle is called the aortic valve and the valve between the pulmonary artery and the right ventricle is called the pulmonary valve (Figure 4).*
- *Cardiac muscles are supplied with blood via the coronary arteries.*

When the heart relaxes.

- *The valves between the left and right ventricles and its aorta and pulmonary artery close to prevent blood flowing back into the ventricles. The blood flows into the atria from the lungs. Oxygen rich blood thus flows into the left atria. From the body oxygen poor (carbon dioxide rich) blood flows into the right atria. The two ventricles are open and the respective blood flows through these valves from the atria to the ventricles.*

When the heart constricts.

- *The blood in the two atria is forced into the ventricles and the valves between the respective atria and ventricles close and the ventricles constrict. The pressure of the blood in the two respective ventricles forces the valves between the ventricles and the aorta and pulmonary (lung artery) open and the blood is pumped into the respective arteries and from the aorta to the rest of the body. Oxygen poor blood flows via the pulmonary artery to the lungs where gas exchange takes place and carbon dioxide (CO₂) is breathed out through the lungs and the blood is enriched with oxygen. The blood through the aorta first nourishes the heart via the coronary artery with oxygen rich blood and then the rest of the oxygen rich blood is supplied to the body tissue where the blood picks up CO₂ to carry it back to the heart.*
- *There are no valves in the arteries. The pressure the pump action of the heart exerts circulates/ transports the blood to the body. On the venous side, valves in the veins, extra pressure from other parts and the thin walls of the veins assists the flow of blood back to the right atria of the heart.*
- *The whole cycle is then repeated when the heart relaxes again.*

My Notes ...

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Instructions to learner:

Individual written report

Learner Guide: Page 41

Facilitator Guide: Page 13

Create a table where the anatomical origin of each of the products of animal origin is named.

Does the learner show an understanding of the anatomical origin of animal products?

Model Answer(s):

<i>Animal Product</i>	<i>Anatomical origin of product</i>
<i>Meat</i>	<i>Muscles</i>
<i>Feathers</i>	<i>Body covering</i>
<i>Eggs</i>	<i>Reproductive system</i>
<i>Bone meal</i>	<i>Skeletal system</i>
<i>Blood meal</i>	<i>Circulatory system</i>
<i>Milk</i>	<i>Mammary glands</i>
<i>Offspring</i>	<i>Reproductive system</i>
<i>Manure</i>	<i>Digestive system</i>
<i>Sausage casings</i>	<i>Small intestine</i>
<i>Tongue</i>	<i>Digestive system (mouth)</i>
<i>Tripe (offal)</i>	<i>Digestive system</i>
<i>Rennin (used to cause coagulation in cheese-making)</i>	<i>Rumen stomach of a calf</i>
<i>Wool</i>	<i>Body covering</i>
<i>Steak and kidney pie</i>	<i>Steak from muscles and kidneys from urinary system</i>
<i>Leather</i>	<i>Skin (body covering)</i>

My Notes ...

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Instructions to learner:

Individual written report

Learner Guide: Page 41

Facilitator Guide: Page 13

Using the table created in Activity 2, determine which of the products can be influenced (improved) by interventions of the producer. Mention if the product's quality or quantity can be improved and how. Does the learner show an understanding of those products, which can be influenced by management intervention?

Model Answer(s):

<i>Animal Product</i>	<i>Can production of this produce be influenced?</i>
<i>Meat</i>	<i>The quantity and quality of meat produced is influenced by the type of breed from which the meat is produced (quantity and quality), the age of the animal at slaughter (quality-toughness). The farmer can produce more meat if the animal is well-fed (i.e. enough nutrients are supplied to the animal to be able to be converted into meat). The toughness of the meat can also be influenced by the treatment of the animal prior to slaughter (i.e. reducing stress, and the level of exhaustion of the muscles reduces the build-up of lactic acid which creates tough meat).</i>
<i>Feathers</i>	<i>Body covering: The production of feathers cannot, in general be improved by nutrition. However, gross malnutrition may result in birds losing their feathers. Also, an imbalance in essential vitamins and minerals may produce abnormalities in feather production</i>
<i>Eggs</i>	<i>The production of a high number of good quality eggs is dependant on nutrition and the breed of the bird.</i>
<i>Bone meal</i>	<i>The quality of bone meal cannot be influenced</i>
<i>Blood meal</i>	<i>The quality of blood meal cannot be influenced by the producer.</i>
<i>Milk</i>	<i>The quantity of milk is influenced by the level of nutrition. However, the quality of milk production is more dependant on breed, stage of lactation or the age of the cow. Cases of severe malnutrition may lead to composition changes in milk.</i>

	<i>Some aromatic herbs/plants may lead to a taint or off-flavour in milk.</i>
<i>Offspring</i>	<i>There are two systems of survival at play in livestock. The one is the inclination to produce off-spring at all costs as a means to secure the survival of the species. The other is the maintenance of self under difficult circumstances. Thus, some breeds will thus preserve themselves (the individual) if nutrition is scarce and not ovulate, become pregnant or reproduce. Others will produce offspring, even though they are severely undernourished themselves. In the latter, there is a very real chance that the offspring may suffer or die due to inadequate milk production by the mother. However, it is a well-known fact that improved nutrition prior to ovulation (flush feeding) can improve the number of ova available for fertilisation (especially in multi-parous animals - animals having more than one offspring in a litter - such as pigs and goats). Furthermore, improved nutrition in the last stages of pregnancy can improve the birth weight (and thus survival of the newborn), improve the milk production of the mother post-partum (and thus survival of the newborn), and decrease the likelihood of post partum metabolic diseases such as milk fever and ketosis (which influence the survival of the dam).</i>
<i>Manure</i>	<i>The quality of manure cannot be influenced by improved nutrition.</i>
<i>Sausage casings</i>	<i>Neither the quality nor quantity of sausage casings from the small intestine can be influenced by the farmer.</i>
<i>Tongue</i>	<i>Neither the quality nor size of the tongue can be influenced by the farmer.</i>
<i>Tripe (offal)</i>	<i>Neither the quality nor quantity of offal produced can be influenced by the farmer.</i>
<i>Rennin (used to cause coagulation in cheese-making)</i>	<i>The amount of rennin produced cannot be influenced by the farmer.</i>

<p><i>Wool</i></p>	<p><i>The quantity and quality of wool and hair production is dependant largely on the breed of animal. However, the quality and quantity produced within a breed can be increased and manipulated by nutrition. However, finer fibre is more valuable than thicker fibre and thus improved nutrition may lead to an increase in diameter. For this reason some producers, who have excellent management systems attempt to manipulate fibre thickness by providing a consistent, controlled level of nutrition slightly above maintenance (in other words the animals are not overfed). But, this is a difficult practice and highly risky if the animals are stressed in any way (sudden drops in temperature etc.). Of more importance is that fibres must have a consistent diameter along its length to reduce points of weakness (and thus breakage). Thus, it is more important to achieve a consistent level of nutrition, with a reduction in incidences of stress, than to try and manipulate diameter through nutrition.</i></p>
<p><i>Steak and kidney pie</i></p>	<p><i>The production of steak (the quality and quantity) can be influenced as shown for meat, but the quality and size of kidneys cannot be manipulated.</i></p>
<p><i>Leather</i></p>	<p><i>Skin thickness is largely dependant on breed. The quality of leather is more influenced by management practices such as branding and barbed wire fences that cause scratches than manipulation via nutrition.</i></p>

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Instructions to learner:

Individual written report

Learner Guide: Page 42

Facilitator Guide: Page 13

Using the table created in Activity 3, choose those products that can be influenced by management and describe the biochemical processes that influence their production.

Does the learner show an understanding of the biochemical processes that influence production of animal products?

Model Answer(s):

<i>Animal Product</i>	<i>Important biochemical reactions required for production</i>
<i>Meat, Milk and Wool</i>	<p><i>The biochemical processes which occur during digestion are important for meat, milk and fibre production since this allows feed nutrients to be built into the product.</i></p> <p><i>* Digestion of cellulose</i></p> <p><i>After thorough mixing of the food in the rumen the cellulose is broken down by ruminal organisms to fatty acids.</i></p> <p><i>The fatty acids thus formed are then:</i></p> <p><i>Directly absorbed through the ruminal wall into the blood, or</i></p> <p><i>Moved down to the abomasum and small intestine to be absorbed there, or</i></p> <p><i>Taken up by the ruminal organisms themselves.</i></p> <p><i>Small quantities of sugar (2 percent) stimulate a more effective digestion of cellulose. When too much sugar is present this process is inhibited because the organisms would rather attack sugar than cellulose. If enough proteins are present, however, up to 6 percent of sugar can be fed with good results (Usually in the form of molasses or bagasse – derivatives of sugar cane).</i></p> <p><i>Carbohydrates can be absorbed directly by the organisms for the production of glycogen or can undergo fermentation by yeast cells, which are one of the types of ruminal micro-organisms.</i></p> <p><i>The yeast cells synthesize vitamins such as vitamin B₁ (thiamine) and vitamin B₁₂ so that these vitamins need not be included in ruminant rations.</i></p> <p><i>* Digestion of proteins</i></p> <p><i>The micro organisms in the rumen of the ruminant can make use of two sources of nitrogen to build up their body protein. They either use free nitrogen in the form of non-protein nitrogen or protein-nitrogen from their rations. Some micro organisms have the ability to synthesise protein out of free nitrogen and build up their own systems with these proteins. The organisms are themselves later digested by the ruminant in the abomasum. The ruminant then utilizes the synthesized microbial protein to its own benefit.</i></p>

The ruminant cannot use nitrogen unless enough easily digestible sugar is available to convert it to protein. This is why urea, which is a good source of non-protein nitrogen, can be used successfully under the right conditions. In the absence of enough sugar, however, urea is converted to ammonia, which is very poisonous. Sugar as such need not be present in the ration. The ruminant can produce its own sugars if enough carbohydrate is present.

Ruminal movements and the activity of ruminal organisms are also interdependent. If there are not enough active organisms in the rumen, the ruminal movements will cease (rumen stasis). This condition is commonly known as "dry gall sickness".

Hormones that influence meat, fibre and milk production

The secretion of growth hormone (Somatotropin) is controlled by the growth hormone releasing factor (GH-RF) from the hypothalamus. The growth hormone controls the general growth of the body (especially the longitudinal growth of the long bones).

In addition to the pancreatic enzymes, which are secreted via the pancreatic ducts into the small intestine, the pancreas also secretes the hormones insulin and glucagon.

Impairment in the secretion of insulin causes diabetes mellitus. In this case an increase in blood sugar is present, the reason being that permeability of cell walls to blood sugar decreases in the absence of insulin, so that blood sugar cannot be made available to the tissues. Notwithstanding the fact that kidneys normally resorb 100 percent of the glucose in the urine, the blood sugar is so high that the kidneys are not capable of resorbing all the glucose, leading to the excretion of glucose in the urine. Glucagon opposes the action of insulin by raising blood glucose levels.

Hormones involved in milk production

The following hormones have a direct or indirect influence on the development of the mammary gland and thus milk production:

Thyrotrophic hormone, Growth hormone, ACTH, FSH, LH, and prolactin.

From the posterior pituitary:

Oxytocin from the hypothalamus via the posterior pituitary plays a very important role in the "let-down" of milk by causing contraction of the smooth muscles and myo-epithelial cells of the mammary gland.

Oestrogen from the Graafian follicle also plays an important role in the development of the mammary gland.

The constituents of the milk are produced directly or indirectly from the blood. Although the osmotic pressure of milk and blood is the same, the constituents of these two fluids differ greatly. Milk contains more sugar, lipids, calcium, phosphorus, and potassium, but less proteins, sodium and chloride. The proteins in milk are mainly casein (with small quantities of albumins and globulins), while albumins and globulins are the most important proteins in blood.

Oxytocin (a hormone) acts on the mammary gland. It

	<p><i>stimulates the flow of milk through its action on the myo-epithelial cells and smooth muscle fibres in the mammary gland – the so-called “let-down reflex”. Oxytocin is released as soon as the udder of the cow is stimulated e.g. by the pre-milk washing of the udder. The effect of the hormone only lasts for a few minutes and the cow must therefore be milked as soon as possible, otherwise there is no proper “let-down” of milk. During parturition (birth) it causes contractions of the uterus muscles and in the act of mating, it aids in the transport of spermatozoa and the ovum. The reaction of oxytocin is inhibited by adrenalin (and thus fear or stress).</i></p>
<p><i>Offspring</i></p>	<p><i>The releasing hormone from the hypothalamus stimulates the release of FSH by the anterior pituitary. FSH stimulates the development of the Graafian follicle in the ovary of the female.</i></p> <p><i>Oestrogen, which is formed in the follicle, on the other hand, inhibits the secretion of FSH when a certain level is reached. LH-RH causes release of Luteinizing hormone (LH), which is responsible for ovulation in the female animal. Ovulation takes place as soon as a specific balance between oestrogen from the follicle and LH from the anterior pituitary is reached. After ovulation LH also plays a role in the development of the corpus luteum (Yellow body).</i></p> <p><i>Prolactin is responsible for the maintenance of secretion of the corpus luteum and is also involved in lactation. In the male it stimulates the accessory sexual organs.</i></p> <p><i>The ovaries are the female reproductive organs that produce ova from the Graafian follicles. A Graafian follicle produces oestrogen. Apart from its role in ovulation (production of ovum) it also causes oestrus.</i></p> <p><i>The testis is the male organ that produces the hormone testosterone and sperm cells. Testosterone is responsible for the development of the secondary male characteristics in the male animal and stimulates the sexual drive.</i></p> <p><i>Interstitial cell stimulating hormone (ICSH) stimulates the interstitial cells in the testis of the male to secrete testosterone (the male sex hormone).</i></p>

My Notes ...

Instructions to learner:

Practical physical examination of a live animal in the presence of the facilitator

Learner Guide: Page 46

Facilitator Guide: Page 14

In the presence of your facilitator perform a thorough physical examination of a live animal. Go through the entire process and make notes of the status of each part of the animal. Your final diagnosis should state whether the animal is healthy or whether there are some abnormalities which would need to be addressed. Advise the facilitator what interventions may need to be made to improve the condition of the animal if required.

Does the learner show an understanding of how to proceed with a physical examination of a live animal? Does the learner handle the animal in a calm and confident manner? Is the learner able to assess the animal based on his/her findings from the physical examination?

Model Answer(s):

The learner should address and give an opinion on each of the following factors. The examination should proceed systematically and thoroughly, e.g. from top to bottom, and then from left to right.

1. *Look at the head of the animal. Does it have a nasal discharge? Are its eyes clear and alert? Are there cuts or injuries? Are there any swellings? Is the head held normally, or drooping or bent down? Are the eyes bright, clear, and shiny, or are they red, opaque, or weeping? Are the ears alert or drooping? Is there frothing at the mouth or an excess of saliva? Are the mucous membranes around the eye pale, yellow, blue, or dark red?*
2. *Examine the animal's neck. Are there any abscesses? Is there a swelling (oedema) under the jaw? Open wounds? Are the lymph nodes swollen?*
3. *The back. Is the back level and sturdy? Does it sag excessively? Is the coat in good condition? Shiny or dull? Does the animal have dandruff? Are there mites or lice? Are there bite marks or lick marks on the coat? Are there patches of hair missing? Is the skin loose or tight, soft or hard? I*
4. *Rump. Are the hip-bones sticking out excessively? Do a condition scoring.*
5. *Shoulder. Are there any cuts, bruises, etc?*
6. *Ribcage. Are the ribs well covered with flesh? Are they moving rapidly, shallowly, hardly at all?*
7. *Rumen and intestines. Can you hear any rumen movement (gurgles)? When you palpate the rumen is it hard, or floppy? Is the rumen bloated?*
8. *Reproductive organs (male and female). Check for ticks around all reproductive organs. If a female: is there a vaginal discharge? Is the vulva swollen and red? Is the ewe in pain when she urinates? If a male: are the testicles the same size? Is the penis normal, does it have sores? Is the prepuce infected?*
9. *Front limbs. Are the legs stiff? Is the animal lame?*
10. *Hind limbs. Are the legs stiff? Is the animal lame?*
11. *Hooves. Are they the right length? Are there any ticks between the hooves? Does the animal have any infections between the hooves?*

Instructions to learner:

Individual completed quiz

Learner Guide: Page 51

Facilitator Guide: Page 15

Complete the following quiz shown in the table below. The first column presents a statement or question. This is followed by an open column into which the letter of the correct answer (in the third column) should be written.

Does the learner show an understanding of the effects of nutrition and stress on animal anatomy?

Model Answer(s):		
1. Which hormone is secreted under prolonged stressful conditions?	e	a. K and B group
2. These are "essential" amino acids which cannot be produced by the animal body.	g	b. Magnesium
3. These are the only Vitamins that can be synthesized by an animal	a	c. Milk fever
4. Grass staggers is caused by a deficiency of this mineral.	b	d. Essential fatty acid
5. Another name for pregnancy toxemia	j	e. Cortisol
6. An intravenous injection of calcium borogluconate will reverse this condition	c	f. Metabolic
7. Amino acids are the building blocks of this.	i	g. Phenylalanine, lysine, valine
8. Linolenic acid is an	d	h. Ketone bodies
9. A disease condition which manifests itself because of a nutrient imbalance is known as a _____ disease	f	i. protein
10. This is the result of the breakdown of fats.	h	j. Ketosis or domsiekte

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:	116285	NQF Level:	4
Learner Name:			

Questions	Model Answers
1. Give the four categories the bones in the body are divided in?	<ul style="list-style-type: none"> • <i>Long bones - upper arm, leg bones</i> • <i>Flat bones - cranial bones, ribs, scapula</i> • <i>Short bones - wrist and ankle</i> • <i>Irregular bones - vertebrae</i>
2. Give the divisions of the skeleton.	<p>a) <i>Axial skeleton that includes</i></p> <ul style="list-style-type: none"> ▪ <i>The cranium</i> ▪ <i>The vertebral column</i> ▪ <i>The ribs</i> ▪ <i>The breast bone</i> <p>b) <i>Appendicular skeleton that includes</i></p> <ul style="list-style-type: none"> ▪ <i>The pelvic girdle</i> ▪ <i>The hind limbs</i> ▪ <i>The front limbs</i>

<p>3. Name the groups in which the muscles of the body can be divided with an example of each.</p>	<ul style="list-style-type: none"> • <i>Involuntary smooth muscle</i> <i>Intestinal tract</i> <i>Urinary bladder</i> <i>Uterus</i> • <i>Voluntary striated muscles</i> <i>Muscles under voluntary control the "meat" of the body for example</i> <i>Leg</i> <i>Arm</i> <i>Neck</i> • <i>Heart or cardiac muscles</i> <i>Involuntary heart muscle</i>
<p>4. Name the composition of the nervous system.</p>	<p><i>Central nervous system that consist of</i></p> <p>a) <i>Brain that consist of</i> <i>Cerebrum</i> <i>Cerebellum</i> <i>Medulla oblongata</i></p> <p>b) <i>Spinal cord</i></p> <p>c) <i>Peripheral nerves that consist of</i></p> <ul style="list-style-type: none"> • <i>Voluntary nerves</i> • <i>Motor nerves fibres</i> • <i>Sensory nerve fibres</i> <p>b) <i>Autonomic nerves in voluntary nerves</i> <i>Sympathetic nerve fibres</i> <i>Parasympathetic nerve fibre</i></p>
<p>5. Name the fractions of blood.</p>	<p><i>Blood consist of two fractions:</i></p> <ul style="list-style-type: none"> • <i>The blood plasma</i> • <i>The blood cells</i>
<p>6. Give the composition of blood plasma.</p>	<ul style="list-style-type: none"> • <i>Forms 66% of the volume of blood and made up of 92% water and 8% of solids.</i> • <i>The solids consist of proteins, which consist of Serum albumin and Serum globulin, fibrinogen.</i> • <i>Other substances found in plasma is:</i> • <i>Inorganic salts, such as sodium, calcium, magnesium and phosphorous.</i> • <i>Organic substances such as glucose, urea, fats.</i> • <i>Hormones and anti-bodies.</i>

<p>7. Name the cellular elements of blood.</p>	<ul style="list-style-type: none"> • <i>Red blood cells</i> • <i>White blood cells</i> • <i>Blood platelets</i>
<p>8. Name the functions of the kidney.</p>	<ul style="list-style-type: none"> • <i>The kidneys excrete substances, which are formed by metabolism, especially nitrogen and sulphur containing substances.</i> • <i>Conserve the water equilibrium of the body, especially with respect to plasma volume.</i> • <i>Regulate the acid based equilibrium (pH) of the body by excretion of non-volatile acid and base radicals.</i> • <i>Control blood pressure.</i> • <i>Excrete poisonous substances and medicines, which had been taken in by; animal.</i> • <i>Form specific substances such as ammonia and hippuric acid.</i>
<p>9. Name the hormones of the anterior pituitary.</p>	<ul style="list-style-type: none"> • <i>Adreno-corticotrophic Hormone (ACTH)</i> • <i>Growth hormone (Somatotropin) (SH)</i> • <i>Thyrotrophic Hormone (TTH)</i> • <i>Follicle Stimulating Hormone (FSH)</i> • <i>Interstitial cell stimulating Hormone (ICSH)</i> • <i>Luteinizing hormone (LH)</i> • <i>Prolactin</i>
<p>10. Name five ductless glands in the body.</p>	<ul style="list-style-type: none"> • <i>Thyroid</i> • <i>Parathyroid</i> • <i>Adrenals</i> • <i>Pancreas</i> • <i>Ovary</i> • <i>Testis</i> • <i>Thymus</i> • <i>Pineal body</i>

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>