



NQF Level: 4 US No: 116308

# Assessment Guide

## Primary Agriculture

### Animal health and bio-security programmes



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:

<b>Title:</b> Implement animal health and bio-security programmes
<b>US No:</b> 116308 <b>NQF Level:</b> 4 <b>Credits:</b> 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	<input type="checkbox"/>
National Certificate in Plant Production	49009	4	120	<input type="checkbox"/>

Please mark the learning program you are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

### Note to Assessor:

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

**1**

**SO 1**

**Instructions to learner:**

Practical

**Learner Guide: Page 12    Facilitator Guide: Page 12**

Arrange an outing to a farmer to demonstrate the treatment of:

- External parasites (dipping)
- Internal parasites (dosing)
- Dosing remedies, tablets and dry powder
- Vaccinating animals
- Using of a gag
- Make sure of the handling of the insecticides and cleaning equipment that the instructor used.
- Note the sequence of the whole procedure.
- How the strength of the concentration of the insecticide (or dip) is kept at an effective level.
- How the vaccines are care for.
- The calibrating of the equipment.

Write short notes on your observation of the procedures and hand in as part of your portfolio of evidence.

**Model Answer(s):**  
*All the above criteria must be achieved by learners through practical learning experience. The types of farm animals will to the largest extend determine the type of equipment used and also the methods used for application.  
Facilitators must design a module answer for the report the learners will provide at the end of this practical lesson.*

**My Notes ...**

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**Instructions to learner:**  
Practical

**Learner Guide: Page 28    Facilitator Guide: Page 13**

Under supervision of your facilitator perform a clinical examination of an animal on the farm that you are doing your practical training. Your facilitator will assess you during this practical valuation and will give feedback.

**Model Answer(s):**  
*The answer will vary but the following criteria must be adhered to:*  
*Clinical examination*  
*When you observe an animal from a distance, you should be able to notice abnormalities.*  
*You should look at:*

- *Condition of the animal*
- *Body conformation*
- *Movement of the animal*
- *For systematic examination you should look at:*
- *Skin and the hair coat*
- *Skeleton and movement systems*
- *Respiration systems*
- *Circulatory systems*
- *Digestive systems*
- *Nervous systems*
- *Uri-genital systems*
- *Sensory organs*

**My Notes ...**

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**3**

**SO 2**

**Instructions to learner:**

Obtain a copy

**Learner Guide: Page 28    Facilitator Guide: Page 13**

Obtain a copy of records kept on the farm where the practical training is performed including records on all vaccinations and other treatments and performed to enhance the health and productivity of the animals in production.

**Model Answer(s):**

*Answer will vary extensively due to differences between intensive and extensive production systems and must be determined by the facilitator.*

**4**

**SO 3**

**Instructions to learner:**

Calculate and write a report

**Learner Guide: Page 32    Facilitator Guide: Page 14**

Calculate and write a report on the correct dosage of medicines used on a cow or any other animal on a farm. The treatments must include vaccination against internal parasites, external parasites, dipping of any kind and a treatment for infection like abscess or similar kind of infection.

**Model Answer(s):**

*The answer should include the following criteria:*

*Dosage is normally calculated bearing in mind the weight of the selected animal and its age.*

*Administration methods must be discussed: vaccination, dipping, dosing etc.*

*A subcutaneous vaccination must be included for internal parasites or alternatively a dosing, this will also be a treatment for external parasites but a pour-on dip is also advisable for flies etc.*

*A long working antibiotic is normally administered intramuscular for treatment of infections.*



## 6

### SO 5

**Instructions to learner:**  
Write a report

**Learner Guide: Page 38    Facilitator Guide: Page 16**

Design a vaccination and a dosing program for the region of your origin.

**Model Answer(s):**  
*The answer will vary for each region but the model underneath may be used for guidance.*

A vaccination and dosing program for Agricultural College Grootfontein, Middleburg, Eastern Cape

**Vaccination and Dosing programmes**

	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<b>Pulpy Kidney</b>	All weaned-lambs	goats	whole flock			whole flock & Angoras					whole flock	
<b>Pasteurellosis</b>	All weaned lambs	goats	whole flock			whole flock & Angoras				order	whole flock	
<b>Black Quarter</b>	whole flock pre-shearing				goats pre-shearing		Hamel shear-group & Demo-ewes			order		
<b>Rift Valley Fever</b>								order		whole flock		
<b>Blue tongue A</b>											whole flock 1st week	
<b>Blue tongue B</b>											whole flock 3rd week	
<b>Bluetongue C</b>												whole flock 2de week
<b>Lumpy skin disease Supavax (Blackleg, Milt &amp; Botulism)</b>		cattle								order		
<b>CVD (Respiration illness)</b>		cattle								order		





# Summative Test and Attitude & Attribute Evaluation

**B**efore 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:

<b>Unit Standard:</b>	116308	<b>NQF Level:</b>	4
<b>Learner Name:</b>			

Questions	Model Answers
1. Give the definition of the term pathogen	<ul style="list-style-type: none"> <li><i>Pathogen: - a specific causative agent (as a bacterium or virus) of disease.</i></li> </ul>
2. Give the definition of the term nutritional supplements	<ul style="list-style-type: none"> <li><i>Supplements: - feed that are given as an addition to complement/complete the dietary balance.</i></li> </ul>
3. Where would one measure the body temperature of a farm animal?	<ul style="list-style-type: none"> <li><i>To take the body temperature of an animal you only need a good clinical thermometer. The temperature is normally taken in the anus of the animal. Normally the animal will feel no discomfort and will not react too much. Large untamed animals can be difficult and needs a little bit of restraint just to put in the thermometer and take it out again</i></li> </ul>
4. Why is it preferred to dehorn a calf between the ages of 2 – 4 weeks old?	<ul style="list-style-type: none"> <li><i>The most suitable age is from 2 - 4 weeks, or as soon as the horn bud is palpable. When the horn is well developed, the lumen of the horn is connected to the frontal sinus, which makes the process of dehorning a painful operation, and the risk of complications is greatly enhanced.</i></li> </ul>

Questions	Model Answers
	<p><i>Because of this the dehorning of mature cattle is not recommended, except in exceptional circumstances. A veterinarian should then do it under local anaesthesia.</i></p>
<p>5. Name the routes used to vaccinate farm animals</p>	<ul style="list-style-type: none"> <li>• <i>Subcutaneous</i></li> <li>• <i>Intramuscular</i></li> <li>• <i>Intravenous</i></li> <li>• <i>Intra-mammary</i></li> <li>• <i>Intra-vaginal and intra-uterine</i></li> <li>• <i>Rectal</i></li> </ul>
<p>6. Name the key points to examine when performing a clinical examination of a farm animal.</p>	<ul style="list-style-type: none"> <li>• <i>When you observe an animal from a distance, you should be able to notice abnormalities.</i></li> <li>• <i>You should look at:</i></li> <li>• <i>Condition of the animal</i></li> <li>• <i>Body conformation</i></li> <li>• <i>Movement of the animal</i></li> <li>• <i>For systematic examination you should look at:</i></li> <li>• <i>Skin and the hair coat</i></li> <li>• <i>Skeleton and movement systems</i></li> <li>• <i>Respiration systems</i></li> <li>• <i>Circulatory systems</i></li> <li>• <i>Digestive systems</i></li> <li>• <i>Nervous systems</i></li> <li>• <i>Uri-genital systems</i></li> <li>• <i>Sensory organs</i></li> </ul>
<p>7. What is the difference between live and killed vaccines?</p>	<ul style="list-style-type: none"> <li>• <i>The differences between live and killed vaccines:</i></li> <li>• <i>Killed vaccines are distributed as suspensions, and need only to be shaken before used. Live vaccines are freeze-dried into powder form. You can only add sterile water.</i></li> <li>• <i>Killed vaccines can be stored at 20° C. live vaccines must be kept at 4°C inside a refrigerator.</i></li> <li>• <i>Immunity against killed vaccines is of a short period. Repeated vaccination recommended.</i></li> <li>• <i>Killed vaccines normally don't cause a fever reaction and are safe to give to pregnant and working animals.</i></li> </ul>



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