



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards  
of Competence**

**Livestock Rearing**

**Level 1**

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# **Qualification Overview**

**NVQB**

**in**

**Livestock Rearing**

**Level 1**

## **NVQ in Livestock Rearing - Level 1**

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### **Qualification Overview**

This qualification is designed to provide training, assessment and recognized certification for persons involved in the rearing of livestock. Candidates should be familiar with various types of livestock and the needs associated with the various stages of their growth and development. They should also be familiar with the skills and techniques that are essential to the maintenance of facilities and equipment used in the rearing of livestock.

### **Who is the qualification for?**

This qualification is aimed at persons who are entering the field of livestock rearing for the first time who are likely to be in supervised roles where for example their duties include:

- Feeding and watering livestock at various stages of development
- Cleaning and using equipment associated with livestock rearing
- Providing routine care and treatment to livestock

### **Jobs within the occupational area**

Relevant occupations include:

- Farm workers
- Laborers

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

## A05502 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

### LIVESTOCK REARING - LEVEL 1

To achieve the full qualification, candidates must complete ten (10) units in total made up of ten (10) mandatory units.

<b><u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u></b>	<b><u>CODE</u></b>
<b>1. Communicate within a team and organize resources</b>	<b>U86101</b>
1.1 Communicate and follow instructions	
1.2 Communicate with customers	
1.3 Report and document issues	
1.4 Work in a team	
1.5 Prioritize work activities	
1.6 Organize desired resources	
<b>2. Carry out measurements and calculations</b>	<b>U86201</b>
2.1 Apply the four basic rules of calculations	
2.2 Perform basic calculations	
2.3 Use measurement instruments	
<b>3. Follow health and safety requirements</b>	<b>U86301</b>
3.1 Maintain a safe and clean work environment	
3.2 Follow health and safety requirements	
3.3 Follow emergency procedures	
3.4 Use hazardous substances	
<b>4. Operate basic farm machinery and equipment</b>	<b>U86401</b>
4.1 Check equipment before use	
4.2 Operate equipment	
4.3 Clean and store equipment	
<b>5. Maintain sanitary conditions of facilities and equipment</b>	<b>U86501</b>
5.1 Clean and disinfect livestock housing facilities and equipment	
5.2 Clean and sanitize feeding and watering equipment	

## NVQ in Livestock Rearing Level 1 cont'd

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### Qualification Overview

<b>MANDATORY UNITS (All must be completed)</b>	<b><u>CODE</u></b>
<b>6. Monitor animal health and execute a disease control programme</b>	<b>U86601</b>
6.1 Monitor the health of livestock	
6.2 Prepare for treatment	
6.3 Administer treatment	
6.4 Maintain records	
<b>7. Feed and water livestock</b>	<b>U86701</b>
7.1 Collect feed and feed livestock	
7.2 Store feed	
7.3 Water livestock	
7.4 Check body weights	
<b>8. Breed livestock</b>	<b>U86801</b>
8.1 Mate livestock	
8.2 Care for pregnant livestock	
8.3 Provide support at parturition	
<b>9. Provide routine care for young livestock</b>	<b>U86901</b>
9.1 Prepare accommodation and equipment	
9.2 Care for young livestock	
9.3 Administer treatment	
<b>10. Identify livestock</b>	<b>U87001</b>
10.1 Prepare to identify livestock	
10.2 Identify livestock	
10.3 Complete identification operations	
<b>11. Carry out milking operations</b>	<b>U87101</b>
11.1 Prepare for milking	
11.2 Carry out milking	
11.3 Complete milking operations	

## **NVQ in Livestock Rearing Level 1 cont'd**

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### **Qualification Overview**

#### **MANDATORY UNITS (All must be completed)**

**CODE**

#### **12. Prepare livestock and products for the domestic market**

**U87201**

- 11.1 Prepare livestock for transport
- 11.2 Prepare milk for collection
- 11.3 Prepare broilers for transport
- 11.4 Collect and handle eggs



## U86101

## Communicate within a team and organize resources

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to communicate effectively in the workplace. This includes following instructions and identifying and reporting issues that may arise as daily duties are undertaken. It addresses how to communicate with colleagues and customers and how to work in a team. It also addresses how to identify and organize the resources required to complete work activities.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |     |  |
|--|-----|--|
| 1. Communicate and follow instructions | 1.1 | Follow <b>instructions</b> and act upon <b>information</b> in a timely manner and in accordance with organizational standards.   |
|  | 1.2 | Use effective listening and speaking skills to clarify work <b>instructions</b> .  |
|  | 1.3 | <b>Communicate</b> in an open, professional and courteous manner.  |
| 2. Communicate with customers          | 2.1 | Greet customers courteously in accordance with organizational requirements.  |
|  | 2.2 | Use appropriate tone and body language when communicating with customers.  |
|  | 2.3 | Listen actively to customers and confirm understanding of their needs.   |
|  | 2.4 | Provide customers with required <b>information</b> and refer to <b>relevant persons</b> in accordance with organizational requirements if queries cannot be answered within own scope of work. |
|  | 2.5 | Ensure that customers understand <b>information</b> provided and clarify where necessary.  |
| 3. Report and document issues          | 3.1 | Raise <b>issues and concerns</b> promptly to <b>relevant persons</b> according to organizational procedures.   |

- 3.2 Record **information** accurately and in the required format according to organizational requirements.
- 3.3 Use communication technology effectively according to manufacturer's instructions.
- 4. Work in a team
  - 4.1 Recognize the role of team members in carrying out allocated tasks.
  - 4.2 Cooperate with colleagues to complete allocated tasks.
  - 4.3 Maintain a positive attitude when interacting with others.
  - 4.4 Acknowledge **feedback** provided by others in the team in a courteous manner.
  - 4.5 Follow appropriate lines of communication according to organizational policies and procedures.
- 5. Prioritize work activities
  - 5.1 Identify work activities and tasks with **relevant persons**.
  - 5.2 Prioritize work activities and tasks with **relevant persons**.
- 6. Organize resources
  - 6.1 Identify and organize required **resources** prior to commencing work.
  - 6.2 Complete work with allocated resources.
  - 6.3 Use **resources** efficiently to avoid unnecessary wastage or damage.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Instructions:**

- Verbal
- Written

**2. Information:**

- Verbal
- Written

**3. Communicate**

- Orally
- Non- verbally
- In writing

**4. Issues and concerns:**

- Technical
- Administrative
- Interpersonal

**5. Relevant persons:**

- Supervisor
- Manager
- HR Manager

**6. Feedback:**

- Verbal
- Written

**7. Resources:**

- Human
- Physical i.e. tools, equipment, machinery
- Financial

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to follow instructions and act upon information in a timely manner.
2. What are listening and speaking skills and how to use them for clarification.
3. What is the organization's requirement for greeting customers.
4. How to use body language and tone and identify which ones are appropriate when communicating with customers.
5. What are the organizational requirements for referring customer queries or concerns to the relevant persons
6. What is communication and how to use it effectively.
7. Why it is important to report issues and concerns to relevant persons as they arise.
8. What are the organizational policies and procedures for raising issues and concerns.
9. What types of information should be recorded and in what format.
10. What is communication technology and how to use it effectively.
11. What are the organizational procedures for using communication technology.
12. How to identify the different roles of team members.
13. How and why it is important to cooperate with colleagues to finish tasks.
14. How to acknowledge feedback from others in a courteous manner.
15. What are the lines of communication and the organizational policies and procedures for following them.
16. How to identify and prioritize work activities and tasks with relevant persons.
17. How to identify and arrange work resources.
18. How to complete tasks within the required timelines using allocated resources.
19. How to use resources efficiently and avoid wastage and damage.

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**EVIDENCE GUIDE**

*For assessment purposes:*

**1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

**U86201****Carry out measurements and calculations**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to perform simple calculations, measurements and conversions within the livestock rearing environment.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |     |  |
|--|-----|--|
| 1. Apply the four basic rules of calculation | 1.1 | Perform simple <b>calculations</b> using the four basic rules of arithmetic. |
|  | 1.2 | Perform simple <b>calculations</b> involving time, volume and length.        |
| 2. Perform basic calculations                | 2.1 | Perform simple <b>calculations</b> involving fractions and decimals.         |
|  | 2.2 | Perform simple <b>calculations</b> involving percentages.                    |
|  | 2.3 | Perform simple <b>calculations</b> involving proportions.                    |
| 3. Use measurement instruments               | 3.1 | Demonstrate the ability to effectively take measurements.                    |
|  | 3.2 | Demonstrate the ability to use measuring equipment effectively.              |
|  | 3.3 | Observe indicator lines when using pre-measured products.                    |
|  | 3.4 | Effectively complete basic conversions.                                      |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Calculations:**

- Addition
- Subtraction
- Multiplication
- Division

**2. Measurement instruments:**

- a. Manual
- b. Mechanical
- c. Electronic

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the four basic rules of calculations and how to use them correctly.
2. How to perform calculations with time, volume and length.
3. How to perform basic calculations involving fraction and decimals.
4. How to perform basic calculations using percentages.
5. How to perform basic calculations using ratios.
6. What are the various measurement instruments and how to use them.
7. What are indicator lines and how to use them.



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**EVIDENCE GUIDE**

*For assessment purposes:*

**1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

**U86301****Follow health and safety requirements**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to maintain a clean and safe work environment. It addresses health and safety requirements, emergency procedures, and the use and disposal of hazardous materials. The safe use of machinery and equipment is also dealt with.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |  |
|---|--|--|
| 1. Maintain a safe and clean work environment | 1.1                                      | Keep the work environment tidy and free of <b>hazards</b> in accordance with occupational health and safety requirements.                            |
|   | 1.2                                      | Remove and place <b>waste and used materials</b> in the appropriate disposal containers in accordance with organizational and industry requirements. |
|   | 1.4                                      | Store work materials and <b>tools</b> safely according to organizational procedures.   |
|   | 1.5                                      | Report damage or deterioration to <b>relevant persons</b> in accordance with organizational procedures.  |
|   | 2. Follow health and safety requirements | 2.1  |
| 2.2   |  | Identify and promptly report <b>dangers, risks or hazards</b> within the workplace to <b>relevant persons</b> .                                      |
| 2.3   |  | Use appropriate manual handling techniques when lifting or moving heavy loads.   |
| 2.4   |  | Select and use the appropriate tools, machinery and equipment in accordance with organizational and manufacturer's instructions.                     |

- 2.5 Undertake basic safety checks before operating tools, machinery and equipment and report damage or faults to **relevant persons**.
- 2.6 Identify and separate unsafe or faulty tools, machinery and equipment for repair or replacement.
- 2.7 Clean and store tools, machinery and equipment according to organizational standards and manufacturer's instructions.
- 3. Follow emergency procedures
  - 3.1 Follow emergency procedures in accordance with organizational and industry requirements.
  - 3.2 Use **emergency equipment** in accordance with manufacturers' specifications and workplace requirements.
  - 3.3 Notify the appropriate **emergency services** according to organizational policies and procedures.
- 4. Use hazardous substances
  - 4.1 Use and store hazardous **substances** according to organizational procedures and industry standards.
  - 4.2 Transport **hazardous substances** safely according to established workplace procedures and industry requirements.
  - 4.3 Dispose of containers and unused **hazardous substances** safely and in accordance with industry standards and organizational policies and procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Dangers risks or hazards:**

- Biological
- Chemical
- Environmental
- Physical
- Materials
- Ergonomic

**2. Waste and used materials:**

- Liquids
- Solids
- Hazardous substances
- Organic matter
- Recyclable materials

**3. Relevant persons:**

- Supervisor
- Manager
- Health and Safety Officer

**4. Personal protective equipment:**

- Safety glasses/visors
- Hard hats/helmets
- Footwear
- Gloves
- Overalls
- Hearing protection
- Respirators/masks

**5. Emergency services:**

- Ambulance
- Police
- Fire Service

**6. Emergency equipment:**

- a. Fire extinguisher
- b. First- aid kit

**7. Hazardous substances:**

- Chemical
- Biological
- Corrosive/flammable substances/material
- Toxic substances

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the organizational policies relating to keeping the work environment clean and free from hazards.
2. What are hazards, how to identify them and what the organizational policies and procedures for reporting and dealing with them.
3. What are the different types of waste and what are the organizational and industry standards for disposing of them.
4. What are the different types of tools, equipment and materials and how to use and store them safely.
5. What are the types of damage and deterioration that can occur in a livestock rearing facility and how to identify them.
6. What are the organizational procedures for reporting damage.
7. How to select and use personal protective equipment and what are the manufacturer's and organizational requirements.
8. What are manual handling techniques and the occupational health and safety standards for moving heavy loads.
9. What are the organizational standards relating to cleaning and storing tools, machinery and equipment.
10. How to identify and segregate unsafe tools, machinery and equipment and what are the organizational procedures for repairing or replacing them.
11. What are the organizational procedures for reporting unsafe tools, machinery and equipment.
12. How to perform basic safety checks on tools, equipment and machinery
13. What are the different types of emergencies that may occur in the livestock rearing environment and what are the organizational and industry standards for dealing with them.
14. What are the different emergency services and which one to call in an emergency.
15. What are hazardous substances and what are the organizational and industry standards for storing loading, securing transporting and disposing of them.
16. What are Material Safety Data Sheets (MSDS) and where they are stored.

## EVIDENCE GUIDE

*For assessment purposes:*

### 1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

**U86401****Operate basic farm machinery and equipment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to operate farm machinery and equipment safely. This includes conducting checks before use, adhering to appropriate practices for safe use and cleaning and storing equipment.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                               |     |   |
|-------------------------------|-----|---|
| 1. Check equipment before use | 1.1 | Complete pre-start checks of <b>machinery and equipment</b> according to organizational procedures and manufacturer's instructions.               |
|                               | 1.2 | Report damage, <b>faults and malfunctions</b> to the <b>machinery and equipment</b> promptly and according to organizational requirements.        |
| 2. Operate equipment          | 2.1 | Operate <b>machinery and equipment</b> according to organizational procedures and manufacturer's instructions.                                    |
|                               | 2.3 | Use <b>machinery and equipment</b> without causing damage to property structures, surfaces, equipment, self or others.                            |
|                               | 2.4 | Identify <b>hazards</b> and ensure that conditions are appropriate for operating <b>machinery or equipment</b> .                                  |
| 3. Clean and store equipment  | 3.1 | Clean and store <b>machinery and equipment</b> thoroughly after use and according to organizational procedures and manufacturer's specifications. |
|                               | 3.2 | Record the use of <b>machinery and equipment</b> accurately according to organizational procedures.   |



**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Machinery and equipment:**

- Manual
- Mechanical
- Electrical

**2. Faults and malfunctions:**

- Manual
- Mechanical
- Electrical

**3. Hazards:**

- a. Physical
- b. Chemical
- c. Ergonomic
- d. Environmental
- e. Biological

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the different types of machinery and equipment used in farming.
2. How to conduct pre-start checks according to organizational procedures and manufacturer's instructions.
3. How to identify damage, faults and malfunctions and why it is important to report them.
4. What are the organizational procedures for reporting damage, faults and malfunctions.
5. What are the organizational procedures and manufacturer's instructions for operating machinery and equipment.
6. How to use equipment and machinery without causing damage to equipment, machinery, property, structures, self or others.
7. What are the different types of hazards and how to identify them.
8. How to refuel machinery.
9. What are the organizational procedures for cleaning and storing equipment.
10. What are the organizational requirements for recording the use of equipment and machinery.

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**EVIDENCE GUIDE**

*For assessment purposes:*

**1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U86501

**Maintain sanitary conditions of facilities and equipment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to clean and disinfect facilities and equipment. It covers transferring livestock, cleaning livestock housing, removing stale or contaminated feed and water and cleaning feeding and watering equipment.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |     |  |
|---|-----|--|
| 1. Clean and disinfect livestock housing facilities and equipment | 1.1 | Transfer <b>livestock</b> from area intended for cleaning to holding area according to organizational and industry requirements. |
|   | 1.2 | <b>Clean and disinfect facilities</b> according to the schedule set down by organizational and industry requirements.            |
|   | 1.3 | Select and use the appropriate <b>personal protection equipment</b> when <b>cleaning and disinfecting</b> .                      |
|   | 1.4 | <b>Clean and disinfect</b> equipment according to organizational and industry requirements and manufacturer's specifications.    |
|   | 1.6 | Dispose of all bedding according to organizational requirements and industry standards.  |
|   | 1.7 | Use disinfectants and sanitizers according to manufacturer's and supervisor's instructions.                                      |
| 2. Clean and sanitize feeding and watering equipment              | 2.1 | Remove stale or contaminated <b>feed</b> and water immediately.  |
|   | 2.2 | Clean and sanitize feeding and watering equipment according to industry standards and organizational requirements.               |
|   | 2.3 | Use sanitizers and disinfectant's according to manufacturer's and supervisor's instructions.                                     |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Livestock:**

- Ruminant (large and small)
- Non- ruminants
- Poultry

**2. Clean and disinfect:**

- Wet
- Dry
- Steam
- Fire

**3. Facilities:**

- Livestock housing
- Storage areas

**4. Personal Protective Equipment:**

- Goggles/visors
- Hat/helmets
- Footwear
- Gloves
- Overalls
- Ear protection
- Masks/respirators

**5. Feed:**

- Forage
- Concentrates
- Additives/Supplements

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the organizational and industry requirements for transporting livestock from the intended cleaning area to the holding area.
2. What is the schedule for cleaning and disinfecting livestock housing/facilities and equipment.
3. What are the different types of sanitizers and disinfectants used in livestock rearing.
4. How to select and use personal protection equipment and what are the organizational requirements and manufacturer's instructions for doing so
5. What are the organizational and industry requirements for cleaning and disinfecting livestock housing/facilities, equipment and surfaces.
6. Why it is important to remove and destroy bedding when cleaning.
7. What are the organizational and industry requirements for destroying bedding and how to do so.
8. What are the various methods used to clean the livestock housing.
9. What are the manufacturer's instructions for using sanitizers and disinfectants.
10. What are the organizational and industry standards for sanitizing feeding and watering equipment.

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**EVIDENCE GUIDE**

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**1) Critical Aspects of Evidence**

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The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

## U86601

## Monitor animal health and execute a disease control programme

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to monitor the health of livestock and assist with the control of diseases through treatments and measures.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                    |     |  |
|------------------------------------|-----|--|
| 1. Monitor the health of livestock | 1.1 | Distinguish between healthy and unhealthy <b>livestock</b> .   |
|                                    | 1.2 | Identify signs of illness, injury or <b>disease</b> promptly and report them to the <b>relevant persons</b> according to organizational and industry requirements.   |
|                                    | 1.3 | Conduct an initial assessment of the extent of illness and damage/injury and report to the <b>relevant persons</b> .   |
|                                    | 1.4 | Identify changes in behavior or condition of livestock or worsening of injuries or <b>diseases</b> promptly and report them to the <b>relevant persons</b> according to organizational and industry health requirements. |
| 2. Prepare for treatment           | 2.1 | Select and prepare the appropriate <b>tools and equipment</b> for <b>treatment</b> according to organizational procedures and industry requirements.   |
|                                    | 2.2 | Select and use the correct <b>personal protective equipment</b> according to organizational procedures and industry requirements.  |
|                                    | 2.3 | Restrain <b>livestock</b> for treatment in accordance with animal safety regulations and organizational requirements.  |
| 3. Administer treatment            | 3.1 | Contribute to the preparation and administration of <b>treatment</b> according to supervisor's instructions, manufacturer's recommendations and veterinary instructions.   |



- 3.2 Administer **treatment** to the affected **livestock** according to supervisor's or veterinary instructions ensuring that other **livestock** remain unharmed.
- 3.3 Separate and monitor affected **livestock** for signs of recovery or continued illness or injury and report to **relevant persons**.
- 3.4 **Dispose** of carcasses and **waste** in accordance with industry and organizational requirements.
- 4. Maintain records
  - 4.1 **Document** illness and injuries accurately according to organizational and industry requirements.
  - 4.2 **Document treatment** regimens accurately according to organizational requirements.
  - 4.3 Regularly review and update information according to organization and industry requirements.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Livestock:**

- a. Ruminants (large and small)
- b. Non- ruminants
- c. Poultry

**2. Relevant persons:**

- a. Supervisor
- b. Farm Manager
- c. Environmental Health Officer
- d. Veterinary Officer

**3. Disease(s):**

- a. Parasitic infestation
- b. Infectious diseases
- c. Non- infectious diseases

**4. Tools and equipment:**

- a. Manual
- b. Mechanical
- c. Electrical

**5. Personal Protective Equipment:**

- a. Eye and face protection
- b. Head protection
- c. Foot and Leg Protection
- d. Hand and arm protection
- e. Body protection
- f. Hearing protection
- g. Lung protection

**6. Treatment:**

- a. Intravenously
- b. Orally

**7. Dispose:**

- a. Burial
- b. Burning/ incinerating

**8. Waste:**

- Liquids
- Solids

**9. Document:**

- a. In writing
- b. Electronically

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to distinguish between healthy and unhealthy livestock.
2. How to identify signs of illness, injury and disease and to whom it should be reported.
3. What are the organizational and industry requirements for reporting illness or injuries in livestock.
4. How to conduct an initial assessment of the severity and extent of illness and damage/injury.
5. How to identify changes in behavior or condition of livestock or worsening of injuries or diseases and why it is important to report them.
6. How to select and prepare tools and equipment for the treatment of diseases.
7. How to select and use personal protective equipment.
8. How to contribute to the preparation and administration of treatments and how to follow instructions in doing so.
9. What is the difference between intravenously and orally administered treatments.
10. How to ensure that unaffected livestock remains unharmed whilst administering treatment to affected livestock.
11. What are the organizational and industry requirements for disposing of carcasses and waste.
12. What are the organizational procedures for documenting illness and injuries.
13. How to maintain up to date records of treatments and results.

## EVIDENCE GUIDE

*For assessment purposes:*

### 1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

**U86701****Feed and water livestock**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to feed and water livestock and clean and sanitize equipment. It takes into account checking body weights and selecting, measuring and distributing feed. It addresses the storage requirements for feed as well as the need to observe livestock as they feed and drink.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                    |   |
|------------------------------------|---|
| 1. Collect feed and feed livestock | 1.1 Select the correct type and quality of <b>feed</b> in accordance with supervisor's instructions and type of livestock, size and stage of development. |
|                                    | 1.2 Measure <b>feed</b> accurately and in accordance with supervisor's instructions and type and stage of livestock.                                      |
|                                    | 1.3 Distribute <b>feed</b> among feeders in accordance with the supervisor's instructions.  |
|                                    | 1.4 Observe feeding to ensure that all the <b>livestock</b> have access to feeders and are feeding.   |
|                                    | 1.5 Record feed usage in accordance with organizational requirements.   |
| 2. Store feed                      | 2.1 Prepare the storage space for <b>feed</b> in accordance with organizational requirements.   |
|                                    | 2.2 Stack <b>feed</b> on shelves or pallets to allow for easy checking, monitoring and counting.  |
|                                    | 2.3 Record accurately the date, time and quantity of feed in storage according to organizational requirements.  |

3. Water livestock
  - 3.1 Select the correct watering **equipment** as instructed by the supervisor.
  - 3.2 Check and adjust watering **equipment** to ensure that all are working and all **livestock** have access.
  - 3.3 Check that clean fresh water is available for **livestock**.
  
4. Check body weights
  - 4.1 Catch/herd and restrain **livestock** safely and in accordance with animal safety regulations for weighing.
  - 4.2 Weigh **livestock** according to industry requirements.
  - 4.3 Record the weight and condition of the **livestock** accurately in accordance with animal safety regulations.

---

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Feed:**

- a. Forage
- b. Concentrate
- c. Additives/ Supplements
- d.

**2. Livestock:**

- Ruminants (large and small)
- Non- Ruminant
- Poultry

**3. Equipment:**

- a. Automatic
- b. Manual



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the different types of livestock
2. How to catch and restrain livestock.
3. What are the organizational and industry requirements for weighing livestock.
4. How to weigh and inspect livestock and how to report on these areas according to organizational requirements.
5. What are the different types of feed.
6. What are the types of feed for different livestock at different stages of their development.
7. How to match the appropriate feed to the size and developmental stages of livestock and purposes for which they are raised.
8. What are the various types of feeding equipment and how to select the most appropriate one.
9. How to determine what is the adequate feeding space for livestock.
10. How to select and measure feed.
11. How to observe livestock movement and feeding practices in accordance with organizational requirements.
12. What are the different types of watering equipment and how to adjust them.
13. What the organizational requirements for providing clean, fresh water to livestock.
14. What are the organizational requirements for preparing storage spaces for feed.
15. How to stack feed on shelves or pallets and monitor for infestation.
16. Why it is important to make accurate records of the date, time and quantity of feeding.

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**EVIDENCE GUIDE**

*For assessment purposes:*

**1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

**U86801****Breed livestock**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to mate livestock and care for pregnant and new born livestock. It takes into consideration the need to observe the mating process and pregnancy and speaks to preparing for labor and monitoring the feeding habits of newborns. Candidates are also required to document the process and maintain records.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                |     |  |
|--------------------------------|-----|--|
| 1. Mate livestock              | 1.1 | Select and use the appropriate <b>personal protection equipment</b> for mating <b>livestock</b> .  |
|                                | 1.2 | Separate out <b>livestock</b> of breeding age and group them according to organizational requirements.   |
|                                | 1.3 | Observe <b>livestock</b> carefully for <b>signs of heat</b> and report the results to <b>relevant persons</b> .  |
|                                | 1.4 | <b>Prepare livestock</b> for <b>mating</b> in accordance to industry standards and organizational requirements.  |
|                                | 1.5 | Observe <b>mating</b> to ensure that it has occurred and that the <b>livestock</b> shows no signs of injury.   |
|                                | 1.6 | Maintain breeding <b>records</b> accurately according to organizational requirements.  |
|                                | 1.7 | Observe <b>livestock</b> for <b>signs of pregnancy</b> or recurrence of <b>heat</b> and report to the supervisor.  |
| 2. Care for pregnant livestock | 2.1 | Separate out pregnant <b>livestock</b> according to supervisor's instructions and feed and house them according to industry standards and organizational requirements. |
|                                | 2.2 | Observe <b>livestock</b> for <b>signs of distress</b> during pregnancy and report them immediately to <b>relevant persons</b> .  |
|                                | 2.3 | Observe <b>livestock</b> for <b>signs of labour</b> and report to <b>relevant persons</b> .  |

3. Provide support at parturition
- 3.1 Select and use the appropriate **personal protective equipment** and observe health and safety requirements during parturition.
  - 3.2 Provide clean bedding and fresh water for the **livestock**
  - 3.3 Observe **livestock** for **signs of distress** during labour and report to the **relevant persons**.
  - 3.4 Clean and disinfect the umbilical cord according to industry standards and organizational requirements, observe for any signs of infection and report to the **relevant persons**.
  - 3.5 Observe **livestock** to ensure that the placenta has been delivered and report to the **relevant persons** if delivery has not occurred.
  - 3.6 Promptly remove any dead newborns and dispose of them and any other **waste** in accordance with health and safety and industry standards and organizational requirements.
  - 3.7 Observe the newborns to ensure that they are suckling.
  - 3.8 Promptly identify orphans or newborns that are not feeding and report them to the **relevant persons**.
  - 3.9 Observe how the mother interacts with the young and **report any negative interactions** to the **relevant persons**.
  - 3.10 Maintain **records** accurately according to organizational requirements.

---

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Personal Protective Equipment:**

- a. Goggles/visors
- b. Hats/helmets
- c. Boots
- d. Gloves
- e. Overalls/coveralls
- f. Ear protection
- g. Face masks/respirators

**2. Livestock:**

- Ruminants (large and small)
- Non-ruminants
- Poultry

**3. Signs of heat:**

- a. Standing to be mounted
- b. Mounting other animals
- c. Mucus discharge
- d. Swelling and reddening of the vulva
- e. Bellowing, restlessness, trailing
- f. Sniffing other animals' vulvas and urine

**4. Relevant persons:**

- Supervisor
- Farm manager
- Veterinary Officer

**5. Prepare:**

- a. Washing
- b. Grooming

**6. Mating:**

- a. Naturally
- b. Artificial insemination

**7. Records:**

- Manual
- Electronic

**8. Signs of pregnancy:**

- a. No longer in heat
- b. Change in behaviour (animal becomes quiet etc.)
- c. Enlarging stomach
- d. Drop in milk production

**9. Signs of distress:**

- a. Not eating or drinking
- b. Making unusual noises
- c. Lethargic or laying down
- d. Preferring isolation

**10. Signs of labour:**

- a. Enlarging stomach
- b. Heavy udder and stiffened teats
- c. Red Vulva becomes red and swollen with the presence of mucous and blood coloured fluid
- d. Animal is restless
- e. Water bag appears at the vulva

**11. Waste may include but is not limited to:**

- Liquid
- Solid
- Hazardous
- Organic
- Recyclable

**12. Report:**

- a. Verbally
- b. Electronically

**13. Negative interactions:**

- a. Physical abuse
- b. Refusal to feed
- c. Abandonment

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What personal protective equipment is appropriate for use when breeding livestock.
2. How to identify livestock that is of breeding age and how to group them.
3. What are the signs of heat and how to identify them.
4. How to prepare livestock for mating.
5. How to handle livestock during mating or insemination.
6. Why it is important to monitor livestock while mating.
7. How to maintain breeding records and why it is important to do so.
8. What are the signs of pregnancy in livestock and how to identify them.
9. What are the feeding and housing requirements for pregnant livestock.
10. What are the signs of distress during pregnancy and labour.
11. What are the signs of labour in pregnant livestock.
12. What hygiene and safety requirements should be observed during parturition.
13. Why it is important to provide clean bedding and fresh water in livestock.
14. How to clean and disinfect the umbilical cord and how to tell if it is infected.
15. Why it is important to report infections to the relevant persons.
16. What is the placenta and why it is important for it to be delivered.
17. How to tell whether the placenta has been delivered.
18. What are the health and safety, industry and organizational requirements for disposing of dead newborns.
19. How to remove and dispose of dead newborns.
20. What are the types of waste that are generated during parturition.
21. Why it is important for young livestock to suckle.
22. Why it is important to ensure milk let- down from the mother.
23. How to identify when new- borns are not feeding.
24. What are the interaction patterns between mothers and new born livestock.
25. What records need to be kept of the mating process and why.
26. What are the organizational requirements for maintaining records.

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## EVIDENCE GUIDE

*For assessment purposes:*

### 1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.



## U86901

## Provide routine care for young livestock

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to care for young livestock. It speaks to preparing livestock accommodation and equipment and takes into consideration catching and restraining young livestock as well as monitoring their health and growth.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |     |  |
|--|-----|--|
| 1. Prepare accommodation and equipment | 1.1 | Select and use the appropriate <b>personal protective equipment</b> .  |
|  | 1.2 | <b>Prepare accommodation and equipment</b> in accordance with supervisor's instructions and industry standards.  |
|  | 1.3 | Secure the <b>accommodation</b> against predators in accordance with organizational requirements.  |
|  | 1.4 | Check <b>equipment</b> to ensure that it is working effectively.   |
| 2. Care for young livestock            | 2.1 | Select and use the appropriate <b>personal protective equipment</b> .  |
|  | 2.2 | Catch and restrain young <b>livestock</b> for separation from the mother in accordance with animal safety regulations and organizational requirements.                     |
|  | 2.3 | Wean <b>livestock</b> in accordance with industry standards and organizational requirements.   |
|  | 2.4 | Provide the correct quantity and type of <b>feed</b> required for the size and stage of development in accordance with industry standards and organizational requirements. |
|  | 2.5 | Monitor the distribution of young <b>livestock</b> in the <b>accommodation</b> and note <b>patterns</b> that suggest problems.   |
|  | 2.6 | Catch and weigh <b>livestock</b> , compare growth and report to the <b>relevant persons</b> in accordance with industry and organizational standards.                      |

- 2.7 Observe **livestock** for **signs of distress** and report to the **relevant persons**.
- 2.8 Check for, remove and dispose of young dead **livestock** in accordance with organizational requirements and health and safety standards.
- 3. Administer treatment
  - 3.1 Contribute to the preparation of **treatments** according to supervisor's instructions, manufacturer's recommendations and veterinary instructions.
  - 3.2 Administer **treatment** to the affected **livestock** according to supervisor's or veterinary instructions ensuring that other **livestock** remain unharmed.
  - 3.3 Monitor young livestock to ensure no ill effects of the treatment.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Personal Protective Equipment:**

- a. Goggles/visor
- b. Hats/helmets
- c. Boots
- d. Gloves
- e. Overalls/coveralls
- f. Ear protection
- g. Face masks/respirators

**2. Accommodation:**

- Indoor
- Outdoor

**3. Prepare:**

- Cleaning watering troughs/vessels
- Providing clean, uncontaminated water
- Removing debris and waste
- Changing bedding
- Repairing damage i.e. holes in structure etc.
- Maintaining correct temperature
- Maintaining adequate ventilation
- Removing hazards

**4. Equipment:**

- Feeding
- Watering
- Temperature/ventilation control devices

**5. Livestock:**

- Ruminants (large and small)
- Non- ruminants
- Poultry

**6. Feed:**

- a. Forage
- b. Concentrate
- c. Additives/ supplements

**7. Patterns**

- a. Huddling together in specific areas
- b. Segregation

**8. Relevant persons:**

- Supervisor
- Manager
- Veterinary Officer

**9. Signs of distress:**

- Lethargy
- Aggression
- Not feeding/drinking
- Isolation
- Increased lowing or other noises

**10. Treatments:**

- a. Intravenously
- b. Orally

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to select and use personal protective equipment.
2. How to follow instructions in relation to preparing accommodation and equipment.
3. How to prepare accommodation and equipment for young livestock.
4. How to check equipment to ensure that it is functioning effectively.
5. Why it is important to secure accommodation from predators and how to do so.
6. How to safely catch and restrain young livestock and what are the regulations pertaining to this.
7. How to wean livestock.
8. How to determine the correct quantity and type of feed for the size and stage of development of livestock.
9. Why it is important to monitor the distribution of young livestock in the accommodation and how to analyze patterns in distribution and behaviour.
10. What are the different types of feeding, watering and temperature control equipment and how to check them.
11. What are the different types of feed concentrate used for young livestock and what are the industry standards and organizational requirements for feeding them.
12. Why it is important to compare growth rates in livestock and how to do so.
13. What are the organizational procedures for reporting growth rates and to whom this information should be reported.
14. What are signs of distress in young livestock and why it is important to report them.
15. What are the environmental, industry and safety requirements for disposing of young dead livestock.
16. How to follow instructions in administering treatment to young livestock.
17. How to prepare for the treatment of young livestock.
18. What are the different types of treatments used for young livestock and how to administer them.
19. Why it is important to monitor young livestock to ensure no ill effects of the treatment and how to do so.

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**EVIDENCE GUIDE**

*For assessment purposes:*

**1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out all of the elements, meeting all the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**U87001****Identify livestock**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to identify livestock by tagging, marking or branding. It includes following health and safety regulations when carrying out operations and monitoring livestock during the process.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                       |     |   |
|---------------------------------------|-----|---|
| 1. Prepare to identify livestock      | 1.1 | Select and use the appropriate <b>personal protective equipment</b> .   |
|                                       | 1.2 | Check, clean and disinfect <b>equipment</b> in accordance with hygiene standards, manufacturer's and organizational requirements. |
|                                       | 1.3 | Catch and restrain <b>livestock</b> in accordance with animal safety regulations and organizational requirements.                 |
| 2. Identify livestock                 | 2.1 | <b>Identify livestock</b> in accordance with specified method in accordance with industry standards.                              |
|                                       | 2.2 | <b>Identify livestock</b> ensuring that it does not suffer undue pain or distress.  |
|                                       | 2.3 | <b>Identify</b> livestock ensuring safety to self and others.   |
|                                       | 2.3 | Check <b>livestock</b> to ensure that it has not suffered any ill effects from the identification process.                        |
| 3. Complete identification operations | 3.1 | Release <b>livestock</b> into the <b>accommodation</b> once identification process is complete.                                   |
|                                       | 3.2 | Dispose of <b>waste</b> in accordance to health and safety requirements.  |
|                                       | 3.3 | Monitor livestock for <b>signs of infection</b> and immediately report to <b>relevant persons</b> .                               |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Personal Protective Equipment:**

- a. Goggles/Visors
- b. Hats/helmets
- c. Boots
- d. Gloves
- e. Overalls/coveralls
- f. Ear protection
- g. Face masks/respirators

**2. Equipment:**

- a. Ear tagging pliers
- b. Branding irons
- c. Needles
- d. Chains
- e. Notchers

**3. Identify:**

- a. Notching
- b. Tags (electronic, manual)
- c. Branding
- d. Chains
- e. Nose printing
- f. Tattooing

**4. Livestock:**

- Ruminants (large and small)
- Non-ruminants
- Poultry

**5. Accommodation:**

- Outdoor
- Indoor



**6. Waste::**

- Liquid
- Solid
- Hazardous

**7. Signs of infection:**

- Redness and swelling
- Pain
- Inflammation
- Discharge
- Fever and warmth at site

**8. Relevant persons:**

- Supervisor
- Manager
- Veterinary Officer

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to select and use personal protective equipment.
2. What are the different types of equipment used in identifying livestock.
3. What are the hygiene standards, manufacturer's and organizational requirements pertaining to checking, cleaning and disinfecting equipment.
4. How to check, clean and disinfect identifying equipment.
5. How to catch and restrain livestock and what are the animal safety regulations and organizational requirements for doing so.
6. What are the different methods for identifying livestock and how are these carried out.
7. How to ensure that the animal does not suffer undue pain or distress during the process.
8. How to ensure safety to self and others whilst carrying out the identification process.
9. How to identify that the animal has not suffered any ill effects of the identification process.
10. What are industry standards for identifying livestock.
11. How to release livestock after restraint.
12. What are the health and safety requirements for disposing of waste.
13. What are the different methods of disposing of waste.
14. What are the signs of infection in livestock.
15. Who are the relevant persons to whom one should report signs of infection.

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**EVIDENCE GUIDE**

*For assessment purposes:*

**1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

**U87101****Carry out milking operations**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to milk livestock. Health, safety and hygiene are emphasized throughout the entire process including the safe guiding and release of livestock. Candidates are required to carry out milking in accordance with industry standards and identify problems with livestock and milk.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |                     |     |  |
|----|---------------------|-----|--|
| 1. | Prepare for milking | 1.1 | Select and use the appropriate <b>personal protective equipment</b> .  |
|    |                     | 1.2 | Clean, sanitize and set up milking equipment and facilities in accordance with hygiene and industry standards and organizational requirements. |
|    |                     | 1.3 | Identify <b>hazards or safety concerns</b> and promptly report them to the <b>relevant persons</b> .   |
|    |                     | 1.4 | Guide <b>livestock</b> into holding area without causing them stress or injury in accordance with animal health and safety regulations.        |
|    |                     | 1.5 | <b>Prepare livestock</b> for milking in accordance with industry and hygiene standards.  |
|    |                     | 1.6 | <b>Check for signs of ill health</b> , separate <b>livestock</b> if necessary and <b>report</b> to the <b>relevant persons</b> .               |
|    |                     | 1.7 | Segregate and report on any <b>livestock</b> that is unsuitable for milking to the <b>relevant persons</b> .                                   |
| 2. | Carry out milking   | 2.1 | Observe hygiene standards and monitor the process to prevent over milking.   |
|    |                     | 2.2 | Milk <b>livestock</b> ensuring that the animal remains calm avoiding injury to self or others.   |
|    |                     | 2.2 | Monitor <b>livestock</b> during milking for <b>signs of distress</b> .   |

- 2.3 Identify and isolate unsuitable milk in accordance with industry standards and organizational requirements.
- 3. Complete milking operations
  - 3.1 Release **livestock** from holding area without causing undue stress or injury to the **livestock** or worker.
  - 3.2 Perform post milking clean up and sanitization of **equipment** and **facilities** in accordance with hygiene standards and organizational requirements.
  - 3.3 Identify and **report equipment** malfunctions to the **relevant persons**.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Personal Protective Equipment:**

- Goggles/visor
- Hat/helmet
- Boots
- Gloves
- Overalls/coveralls
- Ear protection
- Masks/respirators

**2. Relevant persons:**

- Supervisor
- Manager
- Veterinary Officer

**3. Hazards or safety concerns:**

- Physical
- Ergonomic
- Environmental
- Biological
- Chemical

**4. Livestock:**

- Large ruminants
- Small ruminants

**5. Check:**

- Observe
- Monitor
- Inspect

**6. Signs of ill health:**

- Bruising or signs of injury
- Mastitis
- Parasitic infections/diseases
- Conditioning
- Behaviour (lethargic, aggressive, withdrawn etc.)
- Underweight

**7. Prepare:**

- Wash and clean udders
- Feed if required
- Prepare the environment for milking
- Ensure animal is not aggressive or distressed

**8. Report:**

- a. Verbally
- b. Electronically
- c. In writing

**9. Signs of distress:**

- Struggling
- In pain
- Lethargy
- Lowing or other noises
- Aggression

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to select and use the correct personal protective equipment.
2. What are the hygiene and industry standards and organizational requirements for cleaning and sanitizing milking equipment.
3. How to clean and sanitize milking equipment and facilities.
4. What are the types of hazards and safety concerns found on a farm, how to identify them and to whom they should be reported.
5. How to guide livestock into holding areas without causing stress or injury.
6. How to check for signs of ill health and separate livestock if necessary.
7. How to prepare livestock for milking.
8. How to prepare the milking environment.
9. How to identify livestock that are unsuitable for milking and why it is important to segregate them.
10. What are the industry's hygiene requirements for milking.
11. How to monitor animal behaviour during milking and watch for signs of distress.
12. How to identify over milking.
13. How to identify and isolate unsuitable milk and what are the industry standards and organizational requirements for doing so.
14. How to release livestock without causing undue stress or injury to animal or injury to self or others.
15. How to perform post milking clean up and sanitize equipment and milking area.
16. How to identify equipment malfunctions, why it is important to report them and to whom they should be reported.



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**EVIDENCE GUIDE**

*For assessment purposes:*

**1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

**U87201****Prepare livestock and products for the domestic market**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to prepare livestock and livestock products for the domestic market. It includes preparing milk for collection; grooming and cleaning livestock for transportation and collecting, grading, packaging and storing eggs for human consumption.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                    |     |  |
|------------------------------------|-----|--|
| 1. Prepare livestock for transport | 1.1 | Identify <b>livestock</b> to be transported accurately according to the supervisor's instructions.   |
|                                    | 1.2 | Select and use the appropriate <b>personal protective equipment</b> .  |
|                                    | 1.3 | Catch and restrain <b>livestock</b> in accordance with animal safety regulations and organizational requirements.                                  |
|                                    | 1.4 | Groom <b>livestock</b> in accordance with organizational requirements.   |
|                                    | 1.5 | Clean and sanitize trailers for transporting <b>livestock</b> in accordance with safety and hygiene standards.                                     |
|                                    | 1.6 | Safely load and secure <b>livestock</b> into trailer according to supervisor's instructions and industry standards.                                |
|                                    | 1.7 | Follow personal hygiene procedures after handling livestock in accordance with organizational requirements and industry standards.                 |
| 2. Prepare milk for collection     | 2.1 | Check <b>milk storage equipment</b> to ensure that it is clean and in good condition and report any defects to the <b>relevant persons</b> .       |
|                                    | 2.2 | Clean and sanitize <b>milk storage equipment</b> and facilities in accordance with industry and hygiene standards and organizational requirements. |

- 2.3 Follow personal hygiene procedures before interacting with milk in accordance with industry standards and organizational requirements.
- 2.4 Store milk in the appropriate conditions according to industry standards and organizational requirements.
- 2.5 Maintain **records** according to organizational requirements.
- 3. Prepare broilers for transport
  - 3.1 Clean and sanitize crates in accordance with industry and organizational requirements.
  - 3.2 Catch broilers in a manner that minimizes stress and injuries.
  - 3.3 Pack broilers into crates carefully in accordance with industry and organizational standards.
  - 3.4 Load and secure crates to prevent accidents and injuries.
- 4. Collect and handle eggs
  - 4.1 Select and use appropriate **personal protective equipment**.
  - 4.2 Collect eggs in accordance with organizational requirements.
  - 4.3 Wash eggs in accordance with industry standards.
  - 4.4 Check eggs for shell quality, shape and any other abnormalities.
  - 4.5 Remove dirty, cracked or weak-shelled eggs and report to the **relevant persons**.
  - 4.6 Sort eggs and grade into appropriate weight and quality in accordance with industry standards.
  - 4.7 Place eggs in trays or cartons ensuring that date is stamped on the package.
  - 4.8 Assemble, pack, seal and label cartons.
  - 4.9 Store eggs as instructed with regards to position, temperature, humidity and period of storage according to industry standards.

- 4.10 Record egg stock and report to **relevant persons**.
- 4.11 Clean and sanitize equipment and area in accordance with organizational and hygiene requirements.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Livestock:**

- a. Ruminants (large and small)
- b. Non- ruminants
- c. Poultry

**2. Personal Protective Equipment:**

- a. Goggles/visors
- b. Hats/helmets
- c. Boots
- d. Gloves
- e. Overalls/coveralls
- f. Ear protection
- g. Face masks/respirators

**3. Milk storage equipment:**

- a. Tanks
- b. Churns/ cans
- c. Bottles

**4. Relevant persons:**

- Supervisor
- Manager

**5. Records:**

- a. Manual
- b. Electronic

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to identify which livestock is to be transported
2. How to select and use personal protective equipment.
3. How to catch and restrain livestock and what are the animal safety regulations for doing so.
4. How to groom livestock.
5. How to clean and sanitize trailers for transportation.
6. What are the personal hygiene procedures for handling livestock.
7. How to check, milk storage equipment to ensure it is in good condition.
8. How to clean and sanitize milk storage equipment and facilities.
9. What are the appropriate conditions for storing milk.
10. What are the organizational requirements for maintaining records.
11. How to clean and sanitize crates.
12. How to catch broilers in a manner that minimizes stress and injuries.
13. What are the industry and organizational requirements for packing broilers into crates and how to do so.
14. Why it is important to load and secure crates to avoid accidents and injury and how to do so.
15. What are the organizational requirements for collecting eggs.
16. What are the industry standards for washing, sorting and grading eggs and how to do so.
17. How to check eggs for shell quality, shape and any other abnormalities.
18. Why dirty, cracked or weak-shelled eggs should be removed and reported to relevant persons.
19. How to place eggs into trays or cartons.
20. How to assemble, pack, seal and label cartons.
21. What is the correct position, temperature, humidity and period of storage for eggs and what are the industry standards pertaining to this.
22. How and why to record egg stock.
23. How to clean and sanitize equipment used in sorting and handling eggs.

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**EVIDENCE GUIDE**

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**1) Critical Aspects of Evidence**

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**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

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- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

**Assessment Methods**

These are the methods which can be used to determine competence in performance and underpinning knowledge.

**Assessors**

The assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The assessor needs to be competent to assess to national standards in the area under assessment.

**Approved Centre**

Organization/centre approved by the TVET Council to offer full National Vocational Qualifications (NVQs).

**Case Studies**

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge it can generate and the specific nature of the evidence produced.

**Competence**

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally predetermined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

**Element**

An element is a description of an action, behaviour or outcome which a person should be able to demonstrate.

**Explanation of NVQ Levels**

NVQs cover five (5) levels of competence, from entry level (Level 1) through to senior management (Level 5).



**Level 1 – Entry Level**

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

**Level 2 – Skilled Occupations**

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and the guidance of others may be required.

**Level 3 – Technician and Supervisory Occupations**

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

**Level 4 – Technical Specialist and Middle Management Occupations**

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

**Level 5 – Chartered, Professional and Senior Management Occupations**

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contributions to the promotion and practice of their occupation.

**External Verifier**

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

**Internal Verifier**

The Internal Verifier acts in a supporting role for Assessors to ensure the consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

**NVQ**

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

**NVQ Coordinator**

This is a contact person within each approved Centre offering NVQs who has overall responsibility for the operation and administration of the NVQ system.

**Observation**

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

**Performance Criteria**

Performance criteria indicate the requirements for the successful achievement of an element. They are descriptions of what the Assessor would expect to see in competent performance.

**Product of Work**

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

**Questioning**

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

### Range Statements

The range puts the element of competence into context. A range statement describes the range of situations to which an element and its performance criteria should be applied. Range statements are prescriptive; therefore, each category must be assessed.

### Role Plays

Role plays are simulations where the candidate is asked to act out a situation in the way he/she considers 'real' people would behave. By using role-play situations to assess a candidate, Assessors are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of his/her work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

### Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help him/her judge how a candidate is **most likely** to perform in real life.

### Supplementary Evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

### Underpinning Knowledge

Underpinning knowledge indicates what knowledge is **essential** for a candidate to possess in order to successfully achieve an element and prove total competence.

### Units

A unit of competence describes one or more than one activity which forms a significant part of a candidate's work. Units are accredited separately but, in combination, can make up a vocational qualification. There are three categories of units:

**Mandatory Units:** These are core to a qualification and must be completed.

**Optional Units:** Candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

**Additional Units:** These are units which the candidate can undertake but which are not required to achieve a qualification.

### **Work-based Projects**

Work-based projects are a useful way for the Assessor to collect evidence to support any decision made about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales) or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).