Entry 3 Skills for Working Life (4807-03)

August 2014 Version 1.0

Unit recording documents for Agriculture animals (Units 325-329)
City & Guilds
Believe you can

www.cityandguilds.com
### Guidance
For this unit there should be two different species of farm animals available. Learners will not need to restrain the animal; they can observe them in a pen or observe one that is restrained by a supervisor or other responsible person.

**Learning Outcome:** The Learner will be able to:
- Recognise a healthy farm animal correctly and safely

**Species of farm animal 1:**

**Species of farm animal 2:**

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<th>Assessor Initials/Date</th>
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**Practical evidence**
- Choose and wear personal protective clothing
- Recognise **six** signs of health in species of **farm animal 1** *(indicate which signs were correctly recognised)*:

| Health sign 1: | - clean coat  
- lick marks on the coat  
- bright eyes  
- moves freely  
- breathes normally  
- takes an interest in what is happening around it – alert  
- has a moist nose (muzzle)  
- has a clean not “runny nose”  
- does not make strange sounds  
- has a good appetite |
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<td>Health sign 2:</td>
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<td>Health sign 6:</td>
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Continued…
Recognise six signs of health in species of **farm animal 2** *(indicate which signs were correctly recognised)*

| Health sign 1: | - clean coat  
| Health sign 2: | - lick marks on the coat  
| Health sign 3: | - bright eyes  
| Health sign 4: | - moves freely  
| Health sign 5: | - takes an interest in what is happening around it – alert  
| Health sign 6: | - has a moist nose (muzzle)  

- has a clean not “runny nose”  
- does not make strange sounds  
- has a good appetite

- Inspect animals  
- Report findings to supervisor  
- Clean and store personal protective clothing  
- Wash and dry hands

**Knowledge evidence** *(evidence of answers given to be recorded in portfolio)*

- A reason for inspecting farm animals  
- Two signs that a farm animal is ill or unwell

**DECLARATION** – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:
Unit no: 326  Unit title: Move and prepare farm animal pens  Credit value: 2

**Guidance:** For this unit, the learner may require assistance when moving the pen. Assistance may be given when introducing the animal to the pen.

Learning Outcome: The Learner will be able to:
- Clean and prepare animal housing correctly and safely

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**Practical evidence**

- Choose and wear personal protective clothing
- Recognise pen/housing for **one** of the following animals *(indicate which one was correctly recognised)*:

<table>
<thead>
<tr>
<th>Animal:</th>
<th>- pig</th>
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<td></td>
<td>- calf</td>
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<td>- sheep</td>
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- Dismantle pen
- Move pen to new destination
- Construct pen
- Check shelter
- Put in clean bedding
- Put in water supply
- Put in feeding trough/container
- Check pen is secure
- Introduce animal to new pen
- Clean and store personal protective clothing
- Wash and dry hands

Continued…
**Knowledge evidence (evidence of answers given to be recorded in portfolio)**

- A reason for moving animal pens
- A reason for using correct lifting techniques
- A reason for checking that the pen is secure

**DECLARATION** – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

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Unit no: 327  Unit title: Clean farm animal housing  Credit value: 2

Guidance: For this unit, the learner will need to clean out a pen that does not contain an animal. The animal(s) should be removed prior to the assessment by the supervisor or other responsible person.

Learning Outcome: The Learner will be able to:
- Clean out an animal pen/housing and bed down.

Assessor Initials/Date

Practical evidence
- Choose and wear personal protective clothing
- Recognise pen/housing to be cleaned and prepared
- Choose and collect tools and equipment to be used
- Check that tools and equipment are safe to use
- Ensure that pen/housing is safe to enter
- Enter the pen/housing
- Remove waste material by hand
- Clean out the pen/housing
- Recognise bedding to be used
- Bed down the pen/housing
- Clean and store tools and equipment safely
- Clean and store personal protective clothing
- Wash and dry hands

Knowledge evidence (evidence of answers given to be recorded in portfolio)
- A reason for pens/housing being cleaned
- A reason for not leaving tools and equipment lying around

DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

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**Guidance:** For this unit, the learner may require assistance when moving the animal into the weighing area, crate or crush.

**Learning Outcome:** The Learner will be able to:
- Weigh one species/type of farm animal correctly and safely

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**Practical evidence**

- Choose and wear personal protective clothing
- Recognise **one** species/type of animal to be weighed *(indicate which species/type was correctly recognised)*:
  - calves
  - young heifers
  - steers
  - lambs
  - pigs
  - other (specify)
- Recognise the type of equipment required *(indicate which type(s) were recognised)*:
  - weighing crate
  - weighing crush
  - other (specify)
- Recognise a means of recording weights
- Check that weighing scales are at “zero”
- Check that route to weighing area is free from obstacles
- Release animal from pen or holding area
- Move animal to the weighing area
- Load animal into weighing crate or crush
- Secure animal
- Identify the animal
- Record the identification

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- Weigh the animal
- Record the weight
- Release the animal and re-locate
- Repeat the procedure until all the animals are weighed
- Clean weighing crate or crush
- Dispose of waste material
- Clean and store personal protective clothing
- Wash and dry hands

**Knowledge evidence (evidence of answers given to be recorded in portfolio)**

- A reason for weighing animals
- A reason for making sure the weighing area is free from hazards
- A reason for identifying animals and recording their weight

**DECLARATION** – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

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**Unit no:** 329  
**Unit title:** Feed young farm animals  
**Credit value:** 2

**Guidance:** For this unit, a young animal that is used to being handled and fed milk substitute should be used.

**Learning Outcome:** The learner will be able to:
- Feed milk substitute to young farm animals correctly and safely

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**Practical evidence**

- Choose and wear personal protective clothing
- Recognise animals to be fed
- Recognise **five** pieces of feeding equipment *(indicate which equipment was used)*:
  - Feeding equipment 1:
    - bottle and teat
    - bucket or container for feeding
  - Feeding equipment 2:
    - bucket or container for mixing
    - measure
    - whisk
    - water – hot and cold
    - milk substitute
  - Feeding equipment 3:
  - Feeding equipment 4:
  - Feeding equipment 5:
- Check that feeding equipment is clean and safe to use
- Measure out correct amount of milk substitute
- Measure out correct quantity of water
- Place milk substitute in container
- Add water to the milk substitute and mix thoroughly
- Check that milk substitute temperature is correct
- Measure out quantity of milk to each animal
- Fill feeding equipment with the correct amount
- Feed milk substitute to animals
- Clean and store feeding equipment
- Clean and store personal protective clothing
- Wash and dry hands

Continued……
Knowledge evidence \textit{(evidence of answers given to be recorded in portfolio)}

- A reason for feeding milk substitute to young animals
- A reason for checking that the feeding equipment is clean-safe to use

DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

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Appendix 1  Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:
- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:
- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)
and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The centre homepage section of the City & Guilds website also contains useful information on such things as:
- Walled Garden: how to register and certificate candidates on line
- Qualifications and Credit Framework: general guidance about the and how qualifications will change, as well as information on the IT systems needed and FAQs
- Events: dates and information on the latest Centre events
- Online assessment: how to register for e-assessments.
Useful contacts

General qualification information

Centres
Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials,

Single subject qualifications
Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam

International awards
Results, Entries, Enrolments, Invoices, Missing or late exam

Walled Garden
Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation,

Employer
Employer solutions, Mapping, Accreditation, Development Skills,

Publications
Logbooks, Centre documents,

UK Helpline
General qualification information

Centres
Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials,

Single subject qualifications
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