



## **Poultry Farming Occupational Curriculum**

### **Poultry Farm Supervisor (NQF Level 3)**

This document will be refined during the public verification process and a pilot learnership project.

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Curriculum Document			
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## Section 1: Curriculum Overview

### 1. Occupational Information

#### 1.1 Occupational Cluster

To be specified

#### 1.2 Occupational Field

To be specified

#### 1.3 Related Occupation

612201: Poultry Farm Manager

## 2. Qualification Focus and Progression

The Occupational qualification for Poultry Farm Supervisors is an introductory qualification in Poultry Farm Management for persons in a commercial farming unit as well as for persons practicing small scale poultry farming. The qualification is designed to address areas of supervision as well as the poultry production problem-solving role related to generic poultry farming practices. Specific areas of contextual competence for specific poultry production systems, such as layers, broilers and breeders will be addressed during the work experience or production experience components of the qualification. Specific contextual components still requires further refinement and will be addressed during the piloting phase of the curriculum design process. This approach promotes portability of the qualification within the various poultry production systems.

Progression to higher levels of learning and associated career opportunities is addressed by means of further occupational qualifications in first line management of poultry farming production units.

A specific need for further learning in agricultural entrepreneurship is recognised for small scale poultry farmers and will be developed as a generic occupational qualification.

### 3. Occupational Profile

#### 3.1 Purpose Statement

Poultry Farm Supervisors: Supervises the activities executed in a poultry production unit by monitoring and controlling work teams, organising the availability of materials and resources and providing direction to address production related problems.

#### 3.2 Occupational Tasks

**Occupational Task 1: Monitoring and controlling the execution of tasks by work teams to achieve motivated and productive work teams (NQF Level:3)**

##### Unique Product or Service

Motivated and productive work teams

##### Occupational Responsibility

Direct and control the performance and conduct of individual employees and teams

##### Occupational Context

Supervise the activities of work teams and individuals employed in a poultry production unit, adhere to workplace policies and procedures and report to person in authority

**Occupational Task 2: Correcting poultry production-related problems observed and providing guidance on production questions raised by subordinates (NQF Level 3)**

##### Unique Product or Service

Production problems and queries are addressed

##### Occupational Responsibility

Recognise and attend to poultry production-related problems observed

##### Occupational Context

A poultry rearing or production house and surrounding grounds, report to persons in authority and addressing production problems in accordance with and adhering to standard workplace practices and procedures.

### 4. Curriculum Structure

Subjects			
Number	Title	NQF Level	Credits
	Operations Supervision	3	8
	Poultry production	3	8
Total Knowledge Credits			16

<b>Practical Skills Modules</b>					
<b>Number</b>	<b>Title</b>	<b>NOF Level</b>	<b>Credits</b>		
	Direct and control the performance and conduct of individual employees and teams	3	6		
	Recognise and attend to poultry production related problems observed	3	6		
<b>Total Practical Credits</b>			<b>12</b>		
<b>Work Experience Modules</b>					
<b>Number</b>	<b>Title</b>	<b>NOF Level</b>	<b>Credits</b>		
	Motivated and productive work teams	3	12		
	Production problems and queries are addressed	3	12		
<b>Total Workplace Credits</b>			<b>24</b>		
<b>Total Qualification Credits</b>			<b>52</b>		
<b>Knowledge Credits:</b>	<b>31%</b>	<b>Practical Credits:</b>	<b>23%</b>	<b>Workplace Credits:</b>	<b>46%</b>

## 5. Current Learning Programmes and/or Qualifications that will be replaced by the Occupational Qualification

<b>Nr</b>	<b>Title</b>	<b>Type</b>	<b>NOF Level</b>

## 6. Curriculum Requirements

### 6.1 Educational Entry Requirements

Grade 12 or Foundational Certificates in Communication and Mathematical Literacy

### 6.2 Physical Entry Requirements

None specified

### 6.3 Legal Entry Requirements

None specified in addition to statutory regulations

## Section 2: Curriculum Components

### 7. Subject Specifications

#### 7.1 Operations Supervision

Title	Operations Supervision				
Subject Number	-KS-1	NQF Level	3	Credits	8

#### Purpose

*The purpose of the learning in this subject relates to:*

The disciplinary or conceptual knowledge (including theory) related to the supervision of individuals and work teams. The learners are expected to gain disciplinary knowledge in Operational Supervision before progressing to the higher level disciplinary studies in Operational Management included in this curriculum.

*This includes learning related to:*

- Introduction to supervision
- Performance management
- Motivation and team leadership concepts
- First line discipline
- Basic production cost concepts
- Work efficiency and effectiveness

#### Topic Content Guidelines

Topic 1: Introduction to supervision
<p><b>Topic Elements</b></p> <p><b>Role of supervisors</b></p> <p>Range:</p> <ul style="list-style-type: none"><li>• Define supervision</li><li>• Roles and responsibilities of supervisors</li><li>• The use of standard workplace practices and procedures to direct work process</li></ul> <p><b>Planning, organising, directing and controlling</b></p> <p>Range:</p> <ul style="list-style-type: none"><li>• The functions of the supervisor in terms of planning, organising, directing and controlling teams</li></ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"><li>• Explain the roles and responsibilities of a supervisor</li><li>• Debate/motivate the importance of standard workplace practices and procedures as</li></ul>

measures to improve production levels according to expected quality standards.

- Debate/motivate the importance of standard workplace practices and procedures as measures to limit potential production-related problems, health and safety risks or deviation from expected quality standards

## **Topic 2: Performance management**

### **Topic Elements**

#### **Setting goals**

Range:

- Importance of goals
- Principles of setting SMART goals

#### **Formulating instructions**

Range:

- The importance of clear instruction
- How to formulate a good instructions
- Methods used for testing and ensuring understanding by the recipient

#### **Controlling standards of performance**

Range:

- Define performance standards
- Methods to keep track of performance
- Common reasons for poor performance and correcting these
- The use of coaching to address performance problems

#### **Assessment Criteria**

- Draft goal statements that meet SMART criteria
- Formulate and issue a verbal instruction
- Formulate and record a written instruction
- Draft a performance standard
- Select and motivate specific steps to correct a range of performance-related problems

## **Topic 3: Motivation and team leadership concepts**

### **Topic Elements**

#### **Understanding motivation**

Range:

- Define motivation
- Basic concepts of motivation

#### **Understanding teams**

Range:

- Defining teams
- Team dynamics
- Team building
- Effective team communication

### **Interpersonal and people relations**

Range:

- Developing effective work relations
- Gaining respect
- Diversity in the workplace
- Workplace discrimination

### **Assessment Criteria**

- Explain motivational concepts by using practical examples
- List methods of how to improve interpersonal relationships in a team
- List a number of causes of problems related to interpersonal work relations and formulate practical recommendation to address these
- Explain strategies to accommodate diversity in the workplace based on small case studies

## **Topic 4: First-line discipline**

### **Topic Elements**

#### **The supervisor's role in maintaining workplace discipline**

Range:

- Importance of work discipline
- Concept of fairness
- Maintaining discipline

#### **Disciplinary codes and procedures**

Range:

- Codes of conduct
- Informal and formal disciplinary procedures
- Issuing warnings and recording disciplinary action

#### **Introduction to workplace conflict and grievances**

Range:

- Sources of conflict and resolving conflict
- Dealing with inappropriate, conflict causing behaviour
- Grievance resolution procedures



**Assessment Criteria**

- Explain the supervisor's role in maintaining workplace discipline
- Distinguish between different categories of misconduct
- Define the concepts of fairness in terms of practical workplace examples
- Describe informal and formal disciplinary procedures
- Explain how workplace conflict should be dealt with to prevent an escalation in conflict based on a case study
- Describe a grievance procedure to resolve an individual grievance

**Topic 5: Basic production costs concepts****Topic Elements****Income vs profit**

Range:

- Defining income and profits
- The profit motive of a business

**Production cost control**

Range:

- Elements of production costs
- How to limit input costs
- The relationship between earnings, profits and cost control
- Cost consequences of inefficiency and re-work
- Cost consequences of absenteeism
- Cost consequences of waste
- Cost consequences of injuries on duty

**Assessment Criteria**

- Explain the concept "cost of production" and factors that impact on this
- Calculate the income and profit of a production unit
- Explain how input costs can be limited in the various areas of production
- Explain how losses can be limited in the various areas of production

**Topic 6: Work efficiency and effectiveness****Topic Elements****Productivity**

Range:

- Defining productivity
- Productivity measurement
- Productivity improvement

### **Weekly/Daily activity planning**

Range:

- Organising and prioritising time
- Using planning aids to manage time (e.g. diary, white board, etc.)
- Drawing up weekly and daily time schedules
- Following up on planned activities

### **Assessment Criteria**

- Describe 5 methods to improve productivity in a sustainable fresh produce packing environment
- Plan a weekly activity schedule based on a case study
- Calculate the productivity improvement/decrease in a given scenario

### **Internal assessment guidelines for providers**

#### ***Critical Knowledge Areas:***

- Role of supervisors
- Setting goals
- Formulating instructions
- Controlling performance
- Leading a team
- Interpersonal and people relations
- The supervisors role in maintaining discipline
- Production cost control
- Daily activity planning

#### ***Assessment Distribution***

<b>Topic</b>	<b>Weighting</b>
Principles of supervision	10
Performance management	20
Motivation and team leadership concepts	20
First-line discipline	10
Basic production cost concepts	15
Work efficiency and effectiveness	25

### ***Assessment Standards***

- Listed critical knowledge areas selected must always be included in the external summative assessment.
- Learners must achieve a normative assessment rating of 70% on all questions related to the critical knowledge areas to be deemed competent
- Learners must achieve a normative assessment rating of 50% on all questions asked in addition to the critical knowledge areas to be deemed competent

### **Skills development provider accreditation criteria**

#### ***Physical Requirements***

- Learning resources approved by the QAP
- Assessment documentation, instruments and standards approved by AQP

#### ***Human Resource Requirements***

- Facilitators of learning approved by the AQP
- Assessors approved by the AQP
- The capacity to conduct internal quality assurance by employed staff or contracted experts
- Assessments will be conducted by a person who meets the following requirements:
  - Has at least 5 years experience in a supervisor position, or
  - Has obtained a nationally recognised qualification in supervision not lower than NQF level 4 with at least 3 years relevant experience, or
  - Gained at least 1 year experience in assessment practice

#### ***Legal Requirements***

- As dictated by the Occupational Health, Safety and Environmental Control statutes

### **Exemptions**

<b>Qualification or Learning programmes that can give you exemption for this Knowledge Subject Specification:</b>			
<b>Number</b>	<b>Title</b>	<b>Institution</b>	<b>NQF Level</b>
To be verified			

## 7.2 Poultry Production

<b>Title</b>	<b>Poultry Production</b>				
<b>Subject Number</b>	-KS-2	<b>NQF Level</b>	3	<b>Credits</b>	8

### Purpose

*The purpose of the learning in this subject relates to:*

The disciplinary or conceptual knowledge (including theory) related to addressing production problems and queries raised by subordinates on poultry production.

*This includes learning related to:*

- The poultry industry in South Africa
- Functional anatomy and physiology of birds
- Poultry nutrition management
- Water management
- Environmental management
- Poultry health management

### Topic Content Guidelines

<b>Topic 1: The poultry industry in South Africa</b>
<p><b>Topic elements</b></p> <p><b>The supply chain of the poultry industry</b></p> <p>Range:</p> <ul style="list-style-type: none"> <li>• Origin and development of genetic lines for meat and egg production. (Great Grand Parents to Grand Parents, to Parents stock and commercial birds.</li> <li>• Role of hatcheries to maintain bio-security in the supply chain.</li> <li>• The production and marketing of poultry meat and eggs</li> <li>• Poultry industry's contribution to GDP</li> </ul> <p><b>Assessment criteria</b></p> <ul style="list-style-type: none"> <li>• Briefly explain why birds for either meat or egg production have been developed</li> <li>• Briefly explain the role of hatcheries in the supply chains of egg and meat production.</li> <li>• Explain the integration of the production and marketing of poultry products.</li> <li>• Compare the GDP of poultry products relative to other agricultural commodities.</li> </ul>
<b>Topic 2: Functional anatomy and physiology of birds</b>
<p><b>Topic Elements</b></p> <p><b>Digestive and excretory systems</b></p> <p>Range:</p> <ul style="list-style-type: none"> <li>• The gastro-intestinal tract and associated organs (liver, gall, pancreas, salivary</li> </ul>

glands)

- Digestion and absorption of nutrients
- Transport of nutrients in the body
- Excretory organs and waste products (cloaca, kidneys, urine)

### **Cardiovascular system (Blood circulatory system)**

Range:

- The parts of the cardiovascular system (heart, veins, arteries)
- Constituents of blood (water, red and white blood cells, antibodies, proteins, minerals, glucose, fats, amino acids)
- Nutrients and waste products transport (minerals, glucose, fats, amino acids, uric acid)
- The role in body temperature regulation (heat transfer)
- Disease control (circulating antibodies)

### **Respiratory system**

Range:

- The functions of the different parts of the respiratory system (mucous lining and protective function, bronchi, lungs and air sacs)
- Oxygen supply and carbon dioxide removal
- Combustion processes occurring in body tissue
- Body temperature regulation by means of panting

### **Musculo-skeletal system**

Range:

- Skeleton as framework for muscle attachment (movement)
- Skeleton as protection for internal organs
- Medullary bone as source of calcium
- The contractile functions of muscle tissue (feed passage, respiration, blood circulation, heat production)

### **Immune system**

Range:

- Immune development (vaccines, antigens, antibodies)
- The organs involved in antibody formation (thymus glands, bone marrow, Harderian gland, spleen, Bursa of Fabricius, cecal tonsils, gastro-intestinal tract)

### **Reproductive system**

Range:

- Female reproductive system (ovary, yolk and eggshell formation, ovulation)
- Male reproductive system (testes, sperm tubes, cloaca)

- Mating and sperm transfer

### **Assessment criteria**

- Identify and describe the functions of the different parts of the gastro-intestinal tract and associated organs
- Explain the nutrient uptake and transportation of nutrients
- Briefly explain the nature and origin of the excretory products
- List and describe the functions of the different parts and constituents of the cardiovascular system
- Briefly explain the role of the cardiovascular system in the transport of nutrients and waste products
- Briefly explain the role of the cardiovascular system in body temperature regulation
- Briefly explain the role of the cardiovascular system in health management
- Describe the role of the respiratory system to protect the bird against bacterial penetration
- Identify and describe the function of the different parts of the respiratory system (lungs and air sacs)
- Explain the origin of carbon dioxide and heat production in body tissue
- Explain the role of the respiratory system in body temperature regulation during extreme climatic conditions
- Explain the importance and function of a well-developed frame (skeleton)
- Briefly describe the processes responsible for movement and respiration in the bird
- Explain the function of the skeleton as source of nutrients for eggshell formation
- Explain the function of muscle tissue in processes such as feed digestion, blood circulation, respiration and heat production.
- Explain the principles of immunisation and reasons for vaccinating and revaccinating (antigen types, disease challenge, titer counts)
- Identify and explain the function of the organs responsible for immune development
- Describe the processes involved for the evaluation of the immune status of poultry
- Identify and discuss the different parts of the female and male reproductive systems
- Explain the process of ovulation and fertilisation

### **Topic 3: Poultry nutrition management**

#### **Topic Elements**

#### **Poultry Nutrition**

Range:

- Basic concepts of nutrients and their functions (growth, egg production, energy, amino acids, minerals and vitamins)
- The most commonly used raw materials for the supply of nutrients in poultry diets (grains, protein sources, minerals and vitamins)
- Factors that affect feed intake by poultry (disease, environmental temperature and production level)

**Assessment Criteria**

- Explain the basic functions of energy, proteins, vitamins and minerals
- Briefly explain the main sources of energy, proteins, vitamins and minerals for poultry diets
- Explain briefly factors affecting nutrient requirements (environmental temperature, growth rate, production level and health status)

**Topic 4: Water management****Topic Elements****Functions of water in the body**

Range:

- Water balance (plasma and cell content, dehydration)
- Digestion of feed and transport of nutrients
- Body temperature maintenance
- Excretion of waste products (uric acid, indigestible material)

**Water quality**

Range:

- Water safety (mineral and bacterial contaminants)

**Water in health management**

Range:

- Maintenance of mucous membranes

**Assessment criteria**

- Explain the importance of water balance in poultry
- Explain the role of water in digestion, transport of nutrients, body temperature regulation and the excretion of waste products
- Explain the reasons for water quality tests
- Explain the role of water to control bacterial infections of the respiratory tract under in dusty conditions

**Topic 5: Environmental Management****Topic Elements****Ventilation and air movement**

Range:

- Mechanical ventilation (air velocity, air leaks, dust, louver openings, heat and moisture removal)
- Natural ventilation (wind speed, curtain openings)
- Health management (dust, ammonia control)

- Thermo-neutral environment
- Heat production and heat loss by the bird (convection, radiation, conduction, evaporative heat loss)

### **Light intensity and photoperiods**

Range:

- Effect of light on growth and egg production

### **Assessment Criteria**

- Explain the factors affecting the efficiency of mechanical ventilation in poultry buildings
- Explain the factors affecting the efficiency of natural ventilation in poultry buildings
- Discuss the importance of ventilation in health management of poultry
- Discuss the effect of temperature extremes on production efficiency
- Discuss the mechanisms of heat production and heat loss by the bird.
- Briefly explain the nature of light
- Briefly explain the effect of photoperiod and light intensity on growth of poultry
- Briefly explain the effect of photoperiod and light intensity on sexual maturity and egg production

## **Topic 6: Poultry health management**

### **Topic Elements**

#### **Poultry health management**

Range:

- The nature of disease-causing organisms (viruses, bacteria, protozoa, fungi, parasites)
- Aggravating factors that cause disease (high levels of disease-causing organisms, poor sanitation, poor immune and nutritional status, high stocking density, poor ventilation, ammonia and fungus growth)
- Mitigating factors to prevent the onset of disease (vector control, low exposure, correct vaccination practices)
- Typical symptoms of common poultry diseases (respiratory problems, lameness, misshapen and discolouration of eggshells, bloody excretions in faeces, colisepticaemia, airsacculitis)

### **Assessment Criteria**

- Describe the nature of disease-causing organisms in poultry production
- Describe aggravating factors that can result in the onset of disease
- Describe mitigating factors that can assist to control the onset of disease
- Describe typical symptoms for the most common poultry diseases

## **Internal assessment guidelines for providers**



**Critical Knowledge Areas:**

- The poultry industry in South Africa
- Functional anatomy and physiology of birds
- Poultry nutrition management
- Water management
- Environmental management
- Poultry health management

**Assessment Distribution**

<b>Topic</b>	<b>Weighting</b>
The poultry supply chain	5
Functional Anatomy and physiology of birds	20
Environmental management	20
Poultry health management	25
Poultry nutrition management	15
Water management	15

**Assessment Standard**

- Listed critical knowledge areas selected must always be included in the external summative assessment.
- Learners must achieve a normative assessment rating of 70% on all questions related to the critical knowledge areas to be deemed competent
- Learners must achieve a normative assessment rating of 50% on all questions asked in addition to the critical knowledge areas to be deemed competent

**Skills development provider accreditation criteria****Physical Requirements**

- Learning resources approved by the SAPA
- Assessment documentation, instruments and standards approved by SAPA

**Human Resource Requirements**

- Facilitators of learning approved by SAPA
- Assessors approved by SAPA
- The capacity to conduct internal quality assurance by employed staff or contracted experts
- Assessments will be conducted by a person who meets the following requirements:
  - Has at least 5 years experience in a poultry farm supervisor position, or
  - Has obtained a nationally recognised qualification in Poultry Farm Supervision not lower than NQF level 4 with at least 3 years experience, or

- Gained at least 1 year experience in assessment practice

***Legal Requirements***

- As dictated by the SAPA rules and regulations

**Exemptions**

<b>Qualification or Learning programs that can give you exemption for this Knowledge Subject Specification:</b>			
<b>Number</b>	<b>Title</b>	<b>Institution</b>	<b>NQF Level</b>
To be verified			

## 8. Practical Skills Modules

### 8.1 Direct and control the performance and conduct of individual employees and teams

<b>Title</b>	<b>Direct and control the performance and conduct of individual employees and teams</b>				
<b>Subject Number</b>	-PM-1	<b>NQF Level</b>	3	<b>Credits</b>	6

#### Purpose of the module

*The focus of the learning in this module is to provide learners with the opportunity to:*

- Direct the performance and conduct of employees, and
- Resolve problems related to conduct or performance

*This must include learning activities to:*

- Apply shop floor discipline and attend to grievances
- Deal with shop floor conflict
- Determine staffing needs and allocate subordinates accordingly
- Formulate and issue clear and assertive instructions
- Set work targets, monitor and report on achievement
- Demonstrate a work activity

#### Learning Activity Guidelines

##### **Practical Skill: Apply shop floor discipline and attend to grievances**

##### **Learning Activity Guidelines:**

*Given case studies with a variety of common shop floor situations involving discipline and grievances, standard policies and procedures, learners must be able to:*

- Assess the given case studies and distinguish between misconduct, poor performance and grievance situations
- Classify misconduct against standard codes of conduct
- Determine severity of transgressions/grievance and formulate appropriate action

##### **Applied Knowledge:**

- Disciplinary codes and procedures
- Grievance procedures

##### **Assessment Criteria:**

1. Question applied knowledge on:

- Good practices related to first line discipline
- Good practices related to grievance procedures

2. Observe behaviour or process

- None

3. Evaluate products

- Formulated written responses given by the learner to the different scenarios on the presented case study

**Practical Skill: Deal with shop floor conflict**

**Learning Activity Guidelines:**

*Given a scenario of shop floor conflict situations and participating members, learners must be able to:*

- Identify possible sources of conflict
- Decide on appropriate method to deal with conflict
- Facilitate resolution of conflict between parties in a simulated role-play
- Record resolution in applicable manner

**Applied Knowledge:**

- Sources of conflict
- Conflict resolution practices
- Inter-personnel communication practices
- Dealing with inappropriate, conflict causing behaviour

**Assessment Criteria:**

1. Question applied knowledge on:

- Conflict resolution practices that will achieve desired outcome in the presented situation

2. Observe behaviour or process

- Interaction with participating members – the aggrieved parties – is structured, fair and solution orientated

3. Evaluate products

- Completed documentation and records of proceedings are evaluated for completeness and accuracy

**Practical Skill: Determine staffing needs and allocate subordinates accordingly**

**Learning Activity Guidelines:**

*Given case studies of work outputs that must be achieved and numbers and profiles of staff available, learners must be able to:*

- Estimate number of staff needed for the achievement of given targets
- Allocate work to specific persons, who are best qualified
- Draw up a schedule to develop the capacity of staff that will enhance their skills by exposing them to different roles

**Applied Knowledge:**

- Calculating staff requirements against defined work outputs
- Practices to allocate staff in terms of their experience or competencies
- Practices on staff rotation and development of multi skills

**Assessment Criteria:**

1. Question applied knowledge on:
  - Method of calculating staffing needs based on norms
  - Reasoning behind allocations made to specific work stations
2. Observe behaviour or process
  - None
3. Evaluate products
  - Accuracy of calculations (headcounts) as per produce norm
  - Accuracy of staff allocations according to given criteria

**Practical Skill: Formulate and issue clear and assertive instructions**

**Learning Activity Guidelines:**

*Given scenarios of work that have to be completed in specific time frames, learners must be able to:*

- Issue a verbal instruction to a subordinate that clearly defines expected scope and standard of work to be completed
- Draft a written instruction to a subordinate that clearly defines expected scope and standard of work to be completed

**Applied Knowledge:**

- Written instruction practices
- Verbal instructions practices
- Assertiveness

**Assessment Criteria:**

1. Question applied knowledge on:
  - Elements of good verbal instructions
2. Observe behaviour or process
  - Good instruction practices are used when giving oral instructions to subordinates
3. Evaluate products
  - Written instructions are clear and well structured

**Practical Skill: Set work targets, monitor and report on achievement**

**Learning Activity Guidelines:**

*Given examples of production schedules and work targets, number of staff, case studies of work outputs achieved (including failure to achieve targets), learners must be able to:*

- Set daily (as pertaining to a schedule) targets that are clear, realistic and measurable
- Communicate targets in understandable terms or format
- Develop a basic monitoring schedule defining what, when and how monitoring will be done
- Provide visual display of the achievement of planned targets against given production data
- Give oral feedback on achievement of targets in a simulated exercise

**Applied Knowledge:**

- Practices to set targets
- Inter-personnel communication practices
- Visual display of the achievement of targets

**Assessment Criteria:**

1. Question applied knowledge on:

- The importance of SMART target setting practices
- Critical elements of a visual display to communicate production targets and achievement against it

2. Observe behaviour or process

- Interaction when explaining targets and their achievement is clear, motivating and instructive

3. Evaluate products

- Documentation is evaluated for completeness and accuracy
- Visual display of information is clear and achieves the desired communication purpose

**Practical Skill: Demonstrate a work activity**

**Learning Activity Guidelines:**

*Given a role play of a new employee and a specific task, learners must be able to:*

- Explain how the task must be done and the standard that must be achieved
- Demonstrate the task
- Allow an opportunity for questions
- Observe whilst the “new employee” performs the task
- Provide feedback to the “new employee”

**Applied Knowledge:**

- Demonstration practices

**Assessment Criteria:**

1. Question applied knowledge on:

- The critical elements of an effective practical demonstration

2. Observe behaviour or process

- Interaction with the “new employee” receiving the demonstration is structured and clear
  - The feedback to the “new employee” is provided in a constructive manner that builds capacity and confidence
3. Evaluate products
- None

### **Skills development provider accreditation criteria**

#### ***Physical Requirements***

- Structured examples and scenarios
- Learner instructions and work sheets
- Assessment instruments and standards for each practical skill that clearly defines standards of competence as competent or not yet competent
- Reflective learning exercises

#### ***Human Resource Requirements***

- Learner facilitator ratio of 1:15
- Internal assessors can be the same person as the facilitator

#### ***Legal Requirements***

- None specified in addition to standards prescribed by applicable legislation.

### **Critical practical activities to be assessed externally**

- None specified

### **Exemptions**

<b>Qualification or Learning programmes that can give you exemption for this Practical Skills Module:</b>			
<b>Number</b>	<b>Title</b>	<b>Institution</b>	<b>NQF Level</b>
None recognised			

## 8.2 Recognise and attend to poultry production-related problems observed

<b>Title</b>	<b>Recognise and attend to poultry production related problems observed.</b>				
<b>Subject Number</b>	-PM-2	<b>NQF Level</b>	3	<b>Credits</b>	6

### Purpose of the module

*The focus of the learning in this module is to provide learners with the opportunity to:*

- Attend to problem areas with guidance and clear direction on implementation of corrective measures.

### *This must include:*

- Recognising ventilation problems in mechanically ventilated buildings and formulating corrective action. (If applicable)
- Recognising ventilation problems in naturally ventilated buildings and formulating corrective action. (If applicable)
- Recognising sanitary factors that will impact on poultry health and formulating corrective action
- Recognising problems caused by water/and or feed provision, and taking corrective action
- Recognising factors that could negatively impact on immune development when vaccinating poultry

### Learning Activity Guidelines

#### **Practical Skill 1: Recognise ventilation problems in mechanically ventilated buildings and formulate corrective action**

#### **Learning Activity Guidelines:**

*Given scenarios of a range of ventilation problems that commonly occur in a poultry production unit, learners will be able to*

- Recognise signs that indicate air distribution problems
- Establish potential causes of the problem
- Isolate the most probable cause of the problem
- Formulate the most appropriate corrective measures

#### **Applied Knowledge:**

- Observation of chicken behaviour
- Ventilation problems, e.g. short-circuiting due to air leaks, incorrect setting of louver openings, low air speeds, wet areas of bedding material in building.

#### **Assessment Criteria:**

1. Question applied knowledge on:

- Louvre settings



- Air leaks
  - Fan speed settings and mechanical aspects of the fans
  - Set point temperature too low
2. Observe behaviour or process
    - Inspection of the condition of the mechanical ventilation equipment
    - Problem isolated and possible corrective actions formulated
  3. Evaluate products
    - N.a.

**Practical Skill 2: Recognise ventilation problems in open-sided (naturally) ventilated buildings and formulate corrective action**

**Learning Activity Guidelines:**

*Given scenarios of hot and cold spots, with condensation of moisture against the inside of the roof and wet bedding, or birds panting, in a naturally ventilated poultry house, learners will be able to:*

- Recognise signs of poor ventilation
- Recognise signs of discomfort in birds
- Establish potential causes of the problem
- Isolate the most probable cause of the problem
- Formulate the most appropriate corrective measures

**Applied Knowledge:**

- Observation of chicken behaviour
- Ventilation problems

**Assessment Criteria:**

1. Question applied knowledge on:
  - Curtain settings
2. Observe behaviour or process
  - Inspection of the setting of the curtains
  - Problem isolated and possible corrective actions formulated
3. Evaluate products
  - N.a.

**Practical Skill 3: Recognise potential health-threatening situations and formulate corrective action**

**Learning Activity Guidelines:**

*Given examples/scenarios of potential health-threatening situations, learners will be able to:*

- Recognise signs that indicate a potential health problem, e.g. poor sanitary conditions and possible breaches in bio-security measures

- Recognise mould growth and mycotoxins
- Establish potential causes of the problem
- Isolate water leaks and accumulation of muck
- Formulate the most appropriate corrective measures such as daily waste removal in closed containers, eliminating water leaks, applying disinfectants and fumigate

**Applied Knowledge:**

- Signs of health problems
- Bio-security measures

**Assessment Criteria:**

1. Question applied knowledge on:

- Conditions conducive to increased levels of disease-causing organisms on poultry holdings, e.g. leaking feed bins, feed wastage
- Bio-security measures, e.g. handling of mortalities, access control, wild bird control, vermin control

2. Observe behaviour or process

- Perform inspection to identify potential health-threatening situations
- Formulate corrective actions

3. Evaluate products

- N.a.

**Practical Skill 4: Recognise problems with feed and formulate corrective action**

**Learning Activity Guidelines:**

*Given an example/scenario of feed supply and nutrition problems, learners will be able to:*

- Recognise signs that indicate a physical feed quality problem
- Recognise digestive problems
- Established possible causes of the problem
- Formulate the most appropriate corrective action

**Applied Knowledge:**

- Feed quality
- Physical appearance of feed

**Assessment Criteria:**

1. Question applied knowledge on:

- Physical feed quality
- Symptoms of digestive problems

2. Observe behaviour or process

- Inspection of feed and excreta

- Collect feed and excreta samples for analysis or return to feed mill
  - Corrective actions are formulated
3. Evaluate products
- N.a.

**Practical Skill 5: Demonstrate awareness to evaluate microbial counts in water supply system**

**Learning Activity Guidelines:**

*Given water and water quality problems , learners will be able to:*

- Demonstrate knowledge of possible bacterial contamination of water sources
- Take water samples for analysis
- Take the appropriate corrective action and /or apply chlorination.

**Applied Knowledge:**

- Bacterial counts
- Causes of water problems, e.g. underground sewage and waste water as contaminants

**Assessment Criteria:**

1. Question applied knowledge on:
  - Water analyses for microbes
  - Consequences of contaminated water on bird health and production
2. Observe behaviour or process
  - Water sampling techniques and request for bacterial counts
3. Evaluate products
  - Water quality reports from laboratory

**Practical Skill: 6: Prepare and apply vaccine (NOF Level 3)**

**Learning Activity Guidelines:**

*Given vaccines and live poultry, learners will be able to:*

- Receive and inspect vaccines (cold chain requirements, expiry date and dose for number of birds)
- Evaluate environmental conditions and state of equipment.
- Perform at least **one** of the following vaccination procedures according to applicable practice:
  - Vaccination via drinking water
  - Vaccination via aerosol or spray
  - Vaccination by means of intramuscular injection

**Applied Knowledge:**

- Immune development dependent on correct dose and administration

### **Assessment Criteria**

1. Question applied knowledge on:

- Reasons for removal / neutralising of chlorine in drinking water
- Factors affecting immune development
- Importance of expiry date, mixing procedures, dose, suitability of equipment, environmental conditions,

2. Observe behaviour or process:

- Inspection of vaccines
- Evaluation of environmental conditions and state of equipment
- Correct vaccination procedures according to applicable practice

3. Evaluate products:

- Tongue scores to evaluate success of vaccine delivery (where applicable).
- Documentation completed

### **Skills development provider accreditation criteria**

#### ***Physical Requirements***

- Structured examples and scenarios
- Learner instructions and work sheets
- Assessment instruments and standards for each practical skill that clearly defines standards of competence as competent or not yet competent
- Reflective learning exercises

#### ***Human Resource Requirements***

- Learner facilitator ration of 1:15
- Internal assessors can be the same person as the facilitator

#### ***Legal Requirements***

- None specified in addition to standards prescribed by applicable legislation.

#### **Critical practical activities to be assessed externally**

- None specified

#### **Exemptions**

<b>Qualification or Learning programs that can give you exemption for this Practical Skills Module:</b>			
<b>Number</b>	<b>Title</b>	<b>Institution</b>	<b>NQF Level</b>
None recognised			

## 9. Work Experience Modules

### 9.1 Motivated and productive work teams

<b>Module Title</b>	<b>Motivated and productive work teams</b>				
<b>Module Number</b>	-WM-1	<b>NQF Level</b>	3	<b>Credits</b>	8

#### Purpose of the module

*The focus of the work experience is on providing the learner an opportunity to:*

- Supervise the activities of work teams and individuals employed in a poultry production unit, adhere to workplace policies and procedures and report to person in authority.

#### *The learner will be required to:*

- Direct and control the work activities of individuals and teams to ensure completion of tasks within set targets and performance standards
- Maintain first-line work relations

*The learner must perform the required work experience under the following conditions:*

- As a member of a management team
- The scope of work experience will be completed concurrently – not as separate activities or as separate modules. Please note that the different areas of experience are captured as separate modules in this document for curriculum design purposes only.
- For planning purposes, the Learner Poultry Farm Supervisor will be required to gain the experience in all work experience areas of learning over a 12 week period.

#### Scope of work experience

**Work Experience: Direct and control the work activities of individuals and teams to ensure completion of tasks within set targets and performance standards**

#### **Scope of work activities:**

1. Attend and submit a work schedule at a planning meeting
2. Allocate and monitor the execution of tasks by subordinates in terms of set targets
3. Issue clear instructions on tasks that must be completed
4. Report production-related problems to the designated person(s)
5. Respond to performance matters in a structured and fair manner
6. Record and report subordinate attendance

**Work Experience: Issue instructions and follow up on execution**

#### **Scope of work activities:**

1. Issue clear instructions on matters requiring process or technical understanding to individual subordinates and/or team members.

2. Delegate routine activities to an individual and follow-up on the execution
3. Monitor the execution of instructions and correct poor work standards

**Work Experience: Maintain first line work relations**

**Scope of work activities:**

1. Monitor and direct the conduct of employees in terms of workplace practices
2. Maintain open communication with staff members
3. Hold a routine meeting with staff members

**Contextualised Workplace Knowledge**

- Personnel policies, procedures and standard documentation

**Supporting evidence**

- Records from meetings
- Standard workplace records

**Criteria for Workplace Approval**

***Physical Requirements***

- Standard documentation on protocols and procedures
- Standard reporting documentation

***Human Resource Requirements***

- Experienced Poultry Farm Supervisor/Manager
- Learner expert ratio of 1:5

***Legal Requirements***

- None specified in addition to requirements prescribed by applicable legislation.

**Assignment to be prepared for or presented at the External Assessment**

- Develop a work schedule that will meet specific production targets
- Present completed workplace documentation on matters including a written instruction to an employee, employee attendance records, a warning issued for misconduct and a report on production targets and problems experienced

## 9.2 Production problems and queries are addressed

<b>Module Title</b>	<b>Production problems and queries are addressed</b>				
<b>Module Number</b>	841504–WM-2	<b>NQF Level</b>	3	<b>Credits</b>	12

### Purpose of the module

*The focus of the work experience is on providing the learner an opportunity to:*

Address poultry production problems in a rearing or production house in accordance with standard procedures and report on production matters to persons in authority.

*The learner will be required to:*

- Observe and respond to production problems.
- Report on production trends and targets.
- Act within delegated authority and responsibility.

*The learner must perform the required work experience under the following conditions:*

- Under clear supervision of authorised personnel.
- In close interaction with management staff
- The scope of work experience will be competed simultaneously – not as separate activities
- Learner Supervisors must gain work experience in all the listed work activities for a minimum period of 12 weeks

### Scope of work experience

<b>Work Experience: Observe and respond to production problems</b>
<p><b>Scope of work activities:</b></p> <ol style="list-style-type: none"> <li>1. Achieve specific production targets by attending to and reporting problems as required.</li> <li>2. Monitor results as corrective measures are taken and record identified problems</li> <li>3. Report production-related problems to the dedicated person</li> <li>4. Explore basic problem solving approaches.</li> </ol>
<b>Work Experience: Report on production trends and targets</b>
<p><b>Scope of work activities:</b></p> <ol style="list-style-type: none"> <li>1. Monitor productions trends and target</li> <li>2. Report to persons in authority on any problem related issues</li> </ol>
<b>Work Experience: Act within delegated authority and responsibility</b>
<p><b>Scope of work activities:</b></p> <ol style="list-style-type: none"> <li>1. Respond to instructions from superiors within delegated authority and responsibility</li> </ol>

2. Record problems and corrective measures taken
3. Keep and administer production target reports
4. Adhere to standard procedures and internal rules regarding corrective measures

### **Contextualised Workplace Knowledge**

- Standard policies and procedures.
- Reporting structures

### **Supporting evidence**

- Records of problems identified and corrected
- Records of persons involved in corrective measures

### **Criteria for Workplace Approval**

#### ***Physical Requirements***

- Poultry farming unit

#### ***Human Resource Requirements***

- Poultry farming expert trained in administering poultry problems
- Learner expert ratio of 1:5

#### ***Legal Requirements***

- None specified in addition to requirements prescribed by applicable legislation.

### **Assignment to be prepared for or presented at the External Assessment**

- Reports of previously identified poultry problems and the corrective measures taken
- Present completed workplace documentation on matters including reporting to authorised personnel