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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED UNIT STANDARD:**

**Recognise defensive behavior in animals**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>			
116190	Recognise defensive behavior in animals			
<b>ORIGINATOR</b>		<b>ORIGINATING PROVIDER</b>		
SGB Primary Agriculture				
<b>QUALITY ASSURING BODY</b>				
-				
<b>FIELD</b>			<b>SUBFIELD</b>	
Field 01 - Agriculture and Nature Conservation			Primary Agriculture	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>PRE-2009 NQF LEVEL</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 1	NQF Level 01	4
<b>REGISTRATION STATUS</b>		<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>	<b>SAQA DECISION NUMBER</b>
Reregistered		2012-07-01	2015-06-30	SAQA 0695/12
<b>LAST DATE FOR ENROLMENT</b>		<b>LAST DATE FOR ACHIEVEMENT</b>		
2016-06-30		2019-06-30		

*In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.*

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

**PURPOSE OF THE UNIT STANDARD**

The learner achieving this unit standard will be able to identify symptoms of defensive behaviour in animals and describe protocol and equipment as instructed within an animal production environment implementing sustainable and economically viable production principles.

In addition they will be well positioned to extend their learning and practice into other areas of animal husbandry and management to the benefit of the industry.

They will be capacitated to gain access to the mainstream agricultural sector, in animal production, impacting directly on the sustainability of the sub-sector. The involvement in production will also have a direct impact on the improvement of agricultural productivity of the sector.

(Note that defensive behaviour by animals is normally interpreted as hostile, offensive and aggressive by man. For the purpose of these unit standards, the word defensive will be used throughout to describe behaviour that could be harmful to other animals and humans).

**LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

No learning is assumed to be in place.

### **UNIT STANDARD RANGE**

Whilst range statements have been defined generically to include as wide a set of alternatives as possible, all range statements should be interpreted within the specific context of application.

Range statements are neither comprehensive nor necessarily appropriate to all contexts. Alternatives must however be comparable in scope and complexity. These are only as a general guide to scope and complexity of what is required.

## **Specific Outcomes and Assessment Criteria:**

### **SPECIFIC OUTCOME 1**

Understand and describe behaviour of specific animals.

#### **OUTCOME RANGE**

Animals include but are not limited to mammals, birds, reptiles, insects, fish, crustaceans, and molluscs as relevant to the context of operation.

#### **ASSESSMENT CRITERIA**

##### **ASSESSMENT CRITERION 1**

The specific animal under review with special attention to behaviour during various stages of its lifecycle is explained.

##### **ASSESSMENT CRITERION 2**

The animal's anatomical features that are involved in its behaviour are described.

##### **ASSESSMENT CRITERION RANGE**

Such anatomical features include but are not limited to the animal's horns, stings, fangs or teeth, pinchers, shells, hooves.

##### **ASSESSMENT CRITERION 3**

The way in which the animal makes use of the specific anatomical features as a defensive mechanism is described.

##### **ASSESSMENT CRITERION 4**

The way in which animals are stimulated to defend themselves is described.

### **SPECIFIC OUTCOME 2**

Identify symptoms of defensive behaviour.

#### **OUTCOME RANGE**

Animals include but are not limited to mammals, birds, reptiles, insects, fish, crustaceans, and molluscs as relevant to the context of operation.

#### **ASSESSMENT CRITERIA**

##### **ASSESSMENT CRITERION 1**

The individual is able to identify and illustrate the symptoms of defensive behaviour.

##### **ASSESSMENT CRITERION RANGE**

Defensive behaviour includes but is not limited to butting, biting, stinging, kicking, charging, feinting, hissing, closing, clamping, pinching.

##### **ASSESSMENT CRITERION 2**

The causes of defensive behaviour are identified, illustrated and listed accordingly.

### **ASSESSMENT CRITERION 3**

Various forms and levels of intensity of defensive behaviour are listed.

### **ASSESSMENT CRITERION 4**

The parameters related to the various levels of intensity are identified and described.

### **SPECIFIC OUTCOME 3**

Describe management protocol for relevant animals to minimise defensive behaviour.

#### **OUTCOME RANGE**

Animals include but are not limited to mammals, birds, reptiles, insects, fish, crustaceans, and molluscs as relevant to the context of operation.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

How to reduce the risk of defensive behaviour from manifesting itself is described.

#### **ASSESSMENT CRITERION 2**

The possible causes for defensive behaviour and relevant procedures how to reduce these are described and listed.

#### **ASSESSMENT CRITERION 3**

Animal handling procedures under supervision with specific reference to those preventing animal defensiveness are demonstrated.

### **SPECIFIC OUTCOME 4**

List relevant equipment required to manage relevant animals.

#### **OUTCOME RANGE**

Animals include but are not limited to mammals, birds, reptiles, insects, fish, crustaceans, and molluscs, as relevant to the context of operation.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

Relevant equipment required to manage specific animals to avoid potentially defensive behaviour or to manage defensiveness in animals is listed.

#### **ASSESSMENT CRITERION RANGE**

Equipment include but are not limited to stunners, smokers, coverings, rope, fences and gates, pressure passages and clamps, nets and sails and protective clothing such as veils, gloves, boots, hats, overalls and harnesses, goggles.

#### **ASSESSMENT CRITERION 2**

The components of all relevant animal management protective equipment are described.

#### **ASSESSMENT CRITERION 3**

The use of relevant animal management protective equipment under supervision is described and demonstrated.

## **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

The assessment of qualifying learners against this standard should meet the requirements of established assessment principles.

It will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which the qualifying learners are working. These activities and tools may include an appropriate combination of self-assessment and peer assessment, formative and summative assessment, portfolios and observations etc.

The assessment should ensure that all the specific outcomes; critical cross-field outcomes and essential embedded knowledge are assessed.

The specific outcomes must be assessed through observation of performance. Supporting evidence should be used to prove competence of specific outcomes only when they are not clearly seen in the actual performance.

Essential embedded knowledge must be assessed in its own right, through oral or written evidence and cannot be assessed only by being observed.

The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a qualifying learner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a qualifying learner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, then they should not be assessed as competent.

Evidence of the specified critical cross-field outcomes should be found both in performance and in the essential embedded knowledge.

Performance of specific outcomes must actively affirm target groups of qualifying learners not unfairly discriminate against them. Qualifying learners should be able to justify their performance in terms of these values.

- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

#### **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

The person is able to demonstrate a basic knowledge of:

- Basic comprehension of the specific symptoms of defensive behaviour.
- The causes of defensive behaviour.
- The equipment required handling defensive behaviour.
- Sensory observation of defensive behaviour.
- Observation of animal behaviour over time.
- Evaluation of the potential risks involved when working with the relevant animals.
- Behaviour classification.
- The purpose of learning about defensive behaviour.
- The purpose of learning about animal defensiveness.

#### **UNIT STANDARD DEVELOPMENTAL OUTCOME**

N/A

#### **UNIT STANDARD LINKAGES**

N/A

### **Critical Cross-field Outcomes (CCFO):**

#### **UNIT STANDARD CCFO IDENTIFYING**

Problem Solving: Relates to all outcomes.

**UNIT STANDARD CCFO WORKING**

Teamwork: Relates to outcome:

- Describe management protocol for relevant animals to minimise defensive behaviour.

**UNIT STANDARD CCFO ORGANISING**

Self-Organisation and Management: Relates to all outcomes.

**UNIT STANDARD CCFO COLLECTING**

Interpretation of information: Relates to all outcomes.

**UNIT STANDARD CCFO COMMUNICATING**

Communication: Relates to all outcomes.

**UNIT STANDARD CCFO SCIENCE**

Science and technology: Relates to all outcomes.

**UNIT STANDARD CCFO DEMONSTRATING**

The world as a set: Relates to all outcomes.

**UNIT STANDARD CCFO CONTRIBUTING**

Personal Development: Relates to all outcomes.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD:**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>PRE-2009 NQF LEVEL</b>	<b>NQF LEVEL</b>	<b>STATUS</b>	<b>END DATE</b>	<b>QUALITY ASSURING BODY</b>
Core	<a href="#">48970</a>	National Certificate: Animal Production	Level 1	NQF Level 01	Reregistered	2015-06-30	AgriSETA

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