

Acknowledgements

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Rural Skills: Animal Handling: An Introduction (Pigs), Intermediate 1

DX0Y 10

Introduction

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Reference Section

What are Skills for Work Courses all about?

Skills for Work Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- Core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability

A key feature of these Courses is the emphasis on **experiential learning**. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work
- planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- preparing and planning for the experience
- taking stock throughout the experience
- reviewing and adapting as necessary
- reflecting after the activity has been completed
- evaluating, self-assessing and identifying learning points

The Skills for Work Courses are also designed to provide candidates with opportunities for developing **Core Skills** and enhancing skills and attitudes for **employability**.

Core Skills

The five Core Skills are:

- Communication
- Numeracy
- Information Technology
- Problem Solving
- Working with Others

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- **generic skills/attitudes valued by employers**
 - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
 - self-evaluation skills
 - positive attitude to learning
 - flexible approaches to solving problems
 - adaptability and positive attitude to change
 - confidence to set goals, reflect and learn from experience
- **specific vocational skills/knowledge**
 - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

The Course in Rural Skills (Intermediate 1)

Course Rationale

The land-based sector is very diverse and includes a wide number of disciplines that share a common element of being active, practical and mainly based outdoors. The major disciplines that are recognised as land-based by the sector skills council for the area include the following: agricultural crops; fencing industries; land-based engineering industries; production horticulture industries; tree and timber related industries; environmental conservation industries; landscaping industries; agricultural livestock; animal care industries; aquaculture; equine industries; farriery; fisheries management; game and wildlife management and veterinary industries.

There is a very wide range of land-based businesses in Scotland with a great variety of job roles. Changes in rural land use, including the decline and change of traditional agriculture, have created a knowledge gap. Research has indicated that fewer people are likely to contribute to the rural economy and its development unless more individuals are introduced to the possible opportunities in land-based industries in the UK.

This Rural Skills Course has been designed to provide a broad basis for progression into further education and training in the land-based sector. It allows candidates to begin to develop some of the basic practical skills necessary to work in most of these disciplines as well as an opportunity to explore the very diverse employment prospects that exist.

The primary target group for the course is school candidates in S3 and S4. It is anticipated that, for this group of candidates, the course will rely on and build on existing partnerships between schools and further education colleges delivering specialisms in land-based industries. It may also be delivered in conjunction with training providers or employers specialising in the land-based industries. These partnerships will enable the course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise.

The course has been designed with a common core that allows candidates to develop an insight into the numerous opportunities of the land-based industries and to develop the basic common skills of the sector. It also allows candidates to choose a route that is related to either animals or plants where they can develop specific basic practical skills in that general category.

The general aims of the course are to:

- widen participation in vocationally-related learning for 14–16 year olds
- allow candidates to experience vocationally-related learning
- provide candidates with a broad introduction to the land-based sector

- encourage candidates to develop a good work ethic including reliability, flexibility and a positive attitude to work
- provide opportunities to develop Core Skills in a realistic context
- encourage candidates to take charge of their own learning and development
- provide a range of teaching, learning and assessment styles to motivate candidates to achieve their full potential
- facilitate progression to further education and/or training

The specific aims of this course are to:

- introduce candidates to the various disciplines of the land-based sector
- allow candidates to develop a basic knowledge of a selection of land-based industries and related job roles
- allow candidates to experience an outdoor working environment
- allow candidates to develop an understanding of the very flexible requirements of the individual who works with plants and/or animals
- allow candidates to develop an awareness of health and safety issues that are integral to a career in a land-based industry
- allow candidates to develop the technical knowledge, skills and understanding of some of the commonly used practical skills associated with land-based industries at this level
- introduce candidates to the technical knowledge, skills and understanding of some specific practical skills associated with a selection of land-based industries at this level
- prepare candidates for more focused further learning opportunities, study and training for employment in land-based industries

Unit Outcomes, PCs and Evidence Requirements

Unit Specification: statement of standards

Unit: Animal Handling: An Introduction (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

Outcome 1

Assist with the movement and control of animals.

Performance Criteria

- a) Contribute to a method of movement that ensures stress is minimised for the animals at all times.
- b) Demonstrate an understanding of the behaviour of animals when being moved.
- c) Demonstrate safe working practices.

Outcome 2

Assist with the restraint of animals for the purpose of examination.

Performance Criteria

- a) Assist in catching an identified animal that is loose in an enclosure.
- b) Effectively assist in using one type of restraint appropriate for the animal.
- c) Assist in the presentation of an animal for examination.
- d) Demonstrate safe working practices.

Evidence Requirements For This Unit

Performance evidence supported by an assessor observation checklist is required to show that all Outcomes and Performance Criteria have been achieved.

Evidence must be gathered in an appropriate context where live animals are kept in work settings or simulated work settings.

For each Outcome, evidence is required in relation to **one** category of animal. The animal(s) can be selected from the following:

- horses
- sheep
- cattle
- pigs
- game birds
- small 'cage' companion mammals
- domestic dogs
- domestic cats

Candidates should be involved in the movement of at least two animals for a given purpose which has been explained to the candidate.

- has contributed to a stress-free movement of animals
- demonstrated an understanding of behaviour of animals being moved
- has assisted in catching the identified animal
- has assisted in restraining an animal
- has assisted in presenting the animal for examination
- demonstrated safe working practices throughout

The assessor may choose to carry out the different assessment activities on separate occasions.

The item for this Unit contains assessor observation checklists. The NAB illustrates the national standard required for this Unit. Centres who wish to devise their own assessments should refer to the NAB to ensure a comparable standard.

NB Centres must refer to the full Unit Specification for detailed information related to this Unit.

Employability Skills Profile

Employability Skills Profile: Rural Skills (Intermediate 1)

Land Based Industries: An Introduction	= A
Estate Maintenance: An Introduction	= B
Employability Skills for land based industries	= C
Animal Husbandry: An Introduction	= D
Animal Handling: An Introduction	= E
Crop Production: An Introduction	= F
Soft Landscaping: An Introduction	= G

Employability skill/attitude		Evidence
In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed below:		
• acceptable time keeping and attendance		C
• understanding roles and responsibilities in the workplace		A
• planning and preparing for work		A, C
• working co-operatively with others		A, C, D, E, F, G
• awareness of efficient resource use		C
• ability to follow instructions		A, B, C, D, E, F, G
• health and safety awareness		B, C, D, E, F, G
• self review and evaluation		A, C
• positive attitude to learning		C

Assessment evidence:

- A = Portfolio containing candidate planning and review sheets and assessor checklists
- B = Assessor checklists of practical tasks undertaken
- C = Candidate/assessor review sheets, risk examination log
- D = Assessor checklists and candidate log sheets of practical tasks undertaken
- E = Assessor checklists and candidate log sheets of practical tasks undertaken
- F = Assessor checklists and candidate log sheets of practical tasks undertaken
- G = Assessor checklists and candidate log sheets of practical tasks undertaken

Tutor Support Section

How to use this pack

This pack comes in two sections.

In the first section advice is given to tutors on the following:

- general Guidance on delivery specifically in the context of pigs
- signposting of Employability Skills as they occur within the Unit
- guidance on Integrating the *Employability Skills for Land-based Industries* Unit as well as generic employability skills, qualities and attitudes throughout the Unit
- advice on where it would be appropriate to collect evidence for the assessment of employability skills
- resource requirements in terms of physical resources and recommended texts or supplementary resources
- a suggested learning programme
- guidance on Learning and Teaching with under 16s

In the second section, student support notes are provided which include the following:


- a general introduction to the content and format of the Unit
- materials relating to the knowledge, understanding and practical skills of the Unit
- some interactive student activities accompanied by exemplar answers for student referral or tutor use following activity
- some self evaluation/reflection tasks following activities as appropriate
- some worksheets that may support practical activities
- guidance on likely practical activities that the student will be assessed on
- a self-assessment area for students to test their own knowledge and understanding (for use when student is familiar with both all of the practical and knowledge aspects of the Unit)
- a glossary of topic specific terminology for student referral

Tutors should note that this is not designed as a complete teaching pack. The student notes are intended to support the teaching process, give guidance as to the level of knowledge and understanding that is expected and give the student opportunity to reinforce and self-review what they have learnt. They are not designed to be a substitute for practical activity but are a useful adjunct to it. Use of the materials and activities is not mandatory but they will provide centres with a flexible set of materials which can be selected, adapted and used in an order that best suits their situation. Tutors are encouraged to use the materials creatively in ways which will engage the younger student.

You may wish to place the student notes on your own Intranet by downloading this pack from the *Skills for Work* section of the SFEU website www.sfeu.ac.uk. On the web-based version, the hyperlinks are live and there is a link between emboldened terms to the Glossary of terms, which may be useful for the learner.

If printing out the student notes, please note that the photographs should ideally be in colour.

The use of textbooks is only appropriate as an introduction to working with pigs.

Activities are identified with the  symbol.

Guidance on Delivery of Animal Handling: An Introduction (Pigs)

It is important that the majority of learning activity takes place involving live pigs in either a work setting or simulated work setting. Partnerships with land-based colleges, training providers or employers are likely to provide the most appropriate settings. Students should experience the proximity of pigs, the outdoor working conditions and the associated effects on their senses (smells, dirt, and ambient temperatures). Working situations may either be in an indoor unit or on an outdoor unit.

Students must be under **direct supervision** at all times when carrying out the practical activities of this Unit.

It is important that the deployment of appropriate learning environments is preceded by a valid risk assessment by the Centre, particularly identifying any protective clothing and equipment (PPE) that the student may require and any regulations applying to work with pigs. Students must be supplied with correctly fitting PPE prior to the undertaking of any of the practical activity.

Centres delivering this learning programme in the context of pigs should pay particular attention to the risk assessment of sizes of student groups in relation to the number of supervisors available. A maximum group size of 8 students per supervisor is recommended.

The Health and Safety Executive (HSE) have a publication called “*Your Essential Guide to Health and Safety in Agriculture*” which gives comprehensive information about the health and safety aspects of working in agriculture. This can be downloaded from the following HSE website:

<http://www.hse.gov.uk/pubns/misc165.pdf>.

It should be noted in particular that children under the age of 13 years should not normally be allowed to enter pig housing or handle pigs.

The HSE also provide a free download publication that allows farms to carry out their own self assessment. This can be found at the following address:

<http://www.hse.gov.uk/agriculture/assessment/download.htm>

Pig handling routines that are undertaken or referred to should all fall within the *Code of Recommendations for the Welfare of Livestock: Pigs*. This document can be downloaded from the Scottish Executive website:

<http://www.scotland.gov.uk/Topics/Agriculture/animal-welfare/AnimalWelfare/Recommendations>

Students should gain an understanding in particular of the pigs that they are being asked to work with. The number of pigs kept should be sufficient to allow students to be involved with at least six to eight different animals and to gain real experience of pig handling routines.

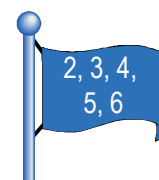
In Outcome 1, it is important to involve the students in the movement of pigs for genuine reasons. Pigs will often be moved from pens or rooms for farrowing, mating, and movement to new housing stages. It is important that students are made aware of the legal requirements of moving farm livestock off the premises as well as specific rules about moving pigs but this need not be an exhaustive examination of the pertinent legislation and this is not an assessed aspect of the course.

It is important that if sticks and boards are used for moving the animals that the students are shown the correct use of these and they are only used as an extension of the arm to guide and persuade animals to move when there are no obstructions. Sticks should not be rough or split. They should be made of wood. Plastic pipe sticks are wholly unacceptable.

In Outcome 2, students should develop a basic understanding of appropriate methods of identifying the individual animal in question, e.g. ear tags, colourings and markings. The context of delivery for restraining pigs will vary according to the type of animals chosen. If working with small piglets, they may be involved in catching and holding the piglet for vaccination or to carry out a routine welfare task. Where students are involved in handling larger pigs, e.g. for weighing, the assistance that is expected by this level of student should be preceded by a thorough risk assessment.

Students should not be expected to restrain or move animals that are known or are assessed to be particularly dangerous at this level, for example boars, excitable sows and gilts.

Employability Skills



Signposting of Employability Skills in the Animal Handling: An Introduction (Pigs) Unit

Throughout the unit students will have the opportunity to develop the following employability skills. Where opportunities arise to integrate and embed these through the activities suggested in this pack, they are highlighted with a numbered flag as shown above. The numbers corresponding to each employability skill are:

1	Timekeeping and attendance	4	Working cooperatively with others	7	Health and safety awareness*
2	Understanding roles and responsibilities in the workplace	5	Awareness of efficient resource use	8	Review and self evaluation
3	Planning and preparing for work	6	Following Instructions*	9	Positive attitude to learning

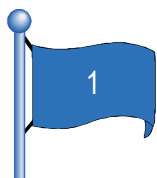
Achievement in employability skills marked with an asterisk* will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills identified, particularly if learning activity encompasses the following recommendations.

Integrating the Content of the *Employability Skills* Unit and other generic employability skills

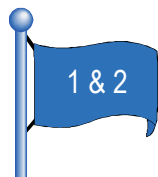
It is important to adopt a delivery approach of emphasising not only the vocational skills development but also the development of employability skills and attitudes in this Unit. This could be done by:

- setting particular start times for practical activities
- monitoring the students' ability to follow instructions
- setting incremental targets for students in terms of mock deadlines for given practical activities (once they have developed reasonable competence)
- monitoring the preparation and planning of the students for practical activities
- setting students a task as a group and allowing them to be responsible for the allocation of subsets of tasks to encourage team working
- encouraging students to reflect on their own and group performance regularly
- monitoring the safety awareness of the learners when carrying out tasks

In relation to *Animal Handling: An Introduction (Pigs)*, the following examples of learning activity may be appropriate. (Note that some of these activities require the student to have developed some familiarity with the vocational task and the work setting):



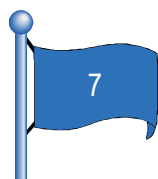
- Set a time limit on a task that they have practised such as moving piglets from the farrowing house to the flat deck or weaner house.



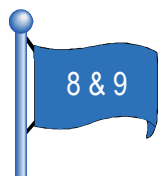
- Set a specific time when students are to be prepared for a given work task, wearing the appropriate PPE and armed with the appropriate tools or aids.



- Instruct a group of students on a planned movement of pigs from a pen or room to a new housing situation, allowing them to plan the route and required allocation of tasks (this could relate to real movements or mock ones)

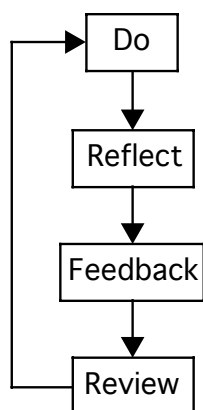


- Students could discuss the hazards for the tasks that they are about to undertake and how they can be minimised.



- Students could be encouraged to participate in self and peer review and evaluation of tasks undertaken.

As much of the activity in this course is practical, group-related and hands-on, it fits well with this simple review model.



Review mode

Generating Evidence and Assessment Opportunities for *Employability Skills*

In addition to developing the student's employability skills throughout the delivery of the Unit, there are specific opportunities to generate evidence for assessment of employability skills. You should refer to the employability skills profile in the reference section at the front of this pack to familiarise yourself with these skills. You should also familiarise yourself with the National Assessment Bank (NAB) material for the Employability Unit.

Tutors may choose to carry out assessment through various Units of the *Rural Skills Intermediate 1* course, or to complete some parts of the review sheets for Outcome 1 and 2 of the *Employability for Land-based Industries* Unit through a single activity.

Whilst it would be possible to complete most of the self-review activities from Outcomes 1 and 2 of the *Employability Skills* Unit, it is unlikely that the 'awareness of efficient uses of resources' can be wholly demonstrated through normal practical activities of this Unit.

Almost all of the practical activities give the student the opportunity to complete the assessment of Outcome 3 of the *Employability for Land-based Industries* Unit. Carrying out simple risk assessment prior to activities undertaken is an excellent way to raise student awareness of tasks that they are about to undertake as suggested above and could become a regular feature of the delivery of all practical activity in this Unit. This would make the formal assessment activity familiar to the student.

Resources

Resource Requirements for *Animal Handling: An Introduction (Pigs)*

Physical Resources:

- access to a group of well-handled pigs (not boars or rarely handled outdoor sows) kept in a realistic work setting
- suitable and safe pig handling facilities in accordance with HSE and Code of Welfare Guidelines (this may include a race and weigh crate)
- suitable and safe pig restraint aids, e.g. boards, sticks and in some units a pig holder
- classroom or workroom facilities to deliver theory aspects of the course: should include presentation facility, whiteboards or flipcharts.

Personal Protective Clothing and Equipment (PPE):

Centres should provide PPE for all students as deemed necessary in accordance with risk assessment of tasks to be undertaken. This is likely to include the following items:

- strong Wellingtons
- overalls or warm, washable clothing
- waterproof jacket (of a standard that will not deteriorate on contact with disinfectants)
- waterproof over-trousers (of a standard that will not deteriorate on contact with disinfectants)
- waterproof gloves

Recommended Supplementary Learning Resources

The following **websites** have some useful information about pig handling and agriculture in general:



<http://www.ca.courses-careers.com/agriculture.htm>
information about careers in agriculture

<http://www.scotland.gov.uk/Topics/Agriculture> up to date information about agriculture in general

www.ukagriculture.com/ interesting information and news about agriculture in general

www.aboutscotland.com/jedforest/ a farm with livestock near Jedburgh Scotland that does farm visits

www.nfu.org.uk this website and the section about agriculture has some excellent information about working in farming

There are very few **books** currently in print relating to pig handling that are pitched at a suitable level for this course but the following books may be useful:



English, Burgess, Segundo and Dunne (1992)
“Stockmanship: Improving the care of the pig and other livestock”; Farming Press

Colin Whittemore *“Science and Practice of Pig Production”*
2nd Edition
Blackwell Science ISBN 0-632-05086-1

Reference books (which are currently not in print) that may be of use to the tutor include:

Graham Boatfield (1994) *“Farm Livestock”*; Farming Press

M. Buckett (1977) *“Introduction to Livestock Husbandry”*; Pergamon

- There are some **Practical Activities Worksheets** towards the end of the Student Support Section that may be of use to tutors to help consolidate practical learning carried out.

Suggested Learning Programme for *Animal Handling: An Introduction (Pigs)*

Chunks of learning activity are suggested for this Unit. The order, grouping and timing of these sessions are at the discretion of individual centres and will depend on factors such as timetabling, class size etc. The emphasis is on practical experiential learning time should be dedicated to practical demonstration of correct practice with the students' involvement in assisting with pig handling procedures. It may be appropriate to mix some of these activities with those found in the *Animal Husbandry: an Introduction* Unit if delivery of that Unit is also in the context of pigs.



All practical activities should be preceded by an inspection of students to ensure the correct fitting of PPE.

It would be useful to familiarise yourself with the content of the student support material. Most of the written exercises and notes can be used to enhance classroom-based introductory sessions including the re-enforcement of working safely. The self-assessment and revision sections are for use only once the student has a full understanding of the entire content of the course.

The following chunks of learning may be appropriate. It is suggested that there should be a balance between classroom and practical content as follows:

<p>Class Based Activity – 3 hours max <i>The classroom sessions are designed to be short and interactive and they may be grouped together</i></p>	<p>Practical Activity – 17 - 18 hours <i>Practical worksheets to support tasks are included in the Student Support Section</i></p>
<ul style="list-style-type: none"> • introduction to the content of the unit and animal handling: classroom activity • being employed to work with pigs: classroom activity • introduction to the behaviour of pigs: classroom activity • a health and safety induction to working with pigs: classroom activity 	<ul style="list-style-type: none"> • the process of moving pigs (practical activity) • identifying pigs correctly (practical activity) • an introduction to techniques and equipment for handling pigs of different types, size and age • practical session demonstrating correct techniques for moving pigs from one area to another • group discussion on hazards associated with moving pigs and how to minimise the risk of these • set practical sessions for groups to plan the movement of pigs and report to the tutor • practical session helping to move a group of pigs • group/peer review of performance at moving pigs • practical session demonstrating correct pigs restraint techniques (in context) • set practical session for groups to plan the restraint of pigs, e.g. in race and crush or haltering of calves • practical sessions helping to restrain pigs • group/peer review of performance at restraining pigs • repeat above practical sessions to ensure competence • summative assessment session for each Outcome when student ready for assessment

Learning and Teaching with Under 16s

Scotland's Colleges have made significant progress in meeting the needs of young learners. Our knowledge of the learning process has increased significantly and provides a range of strategies and approaches which gives us a clear steer on how lecturers can add to their skill repertoire. Lecturers can, and do, provide a stable learning environment where young students develop a sense of self-respect, learn from appropriate role models and see an opportunity to progress. There are basic enabling skills for practical application which can further develop the learning process for this group of students. So what are the characteristics of effective learning and teaching which will help to engage young learners?

Ten ways to improve the learning process for Under 16s

(This list is not exhaustive!)

1. **Activate prior knowledge and learning** – ascertain what the learner knows already and teach accordingly. Young people do have life experience but it is more limited than adult learners and they may not always be aware of how it will assist them in their current learning.

Tips - Question and answer; Quick Quiz; Quick diagnostic assessment on computer; present key words from the course or unit and see how many they recognise or know something about.

2. **Tune learners into the Big Picture** – the lecturer knows the curriculum inside out and why each lesson follows a sequence, however the young learner does not have this information and is re-assured by being given the Big Picture.

Tips – Mind map or concept map; use visuals, for example wall displays of diagrams, photographs, flow charts; explain the learning outcomes in language they will understand; We Are Learning Today (WALT) targets and What I'm Looking For (WILF) targets; give clear and visible success criteria for tasks.

3. **Use Advance Organisers** – these are lists of the key concept words that are part of the course or unit.

Tip – Highlight on any text the concept words that you will be using; make a visible list and put it on display – concept words can be struck off or referred to as they occur (NB this helps with spelling and independent learning as they do not have to keep checking meaning); highlight essential learning and action points.

4. **Vary the teaching approaches.** The two main approaches are instructing and demonstrating, however try to provide opportunities to facilitate learning.

Tips – Ask students what they know now that they did not know before, or what they can do now they could not do before, at appropriate points in the lesson or teaching block; ensure there are problem solving activities that can be done individually or in groups; ask students to demonstrate what they have learned; use a range of question and answer techniques that allow participation and dialogue, eg. provide hints and cues so that they can arrive at answers themselves.

5. **Preview and review of learning.** This helps to embed previous learning and listening skills and provides another opportunity to elicit learner understanding. Consolidates and reinforces learning.

Tips – At the beginning of each lesson, or session, review previous learning and preview what is coming up; at the end of each lesson or session, review what has taken place and what will be focussed on next time – these can both be done through question and answer, quizzes and mind mapping activities.

6. **Language in the learning environment.** Do not assume that the language which is used in the learning environment is always understood by young learners, some words may be familiar but do not have the same meaning when used vocationally.

Tips - At appropriate points ask students what words mean; explore the various meanings of words to find out if they may have come across this language in another context; by looking at the structure and meaning of words there is an opportunity for dialogue about learning and to build vocabulary.

7. **Giving instructions in the learning environment.** This is one of the most difficult tasks a lecturer has to do whatever the curriculum area. With young learners this may have to be repeated several times.

Tips – Ask a student to repeat back what you have asked them to do before beginning a task; ask them to explain the task to one of their peers; use the KISS principle – Keep It Short and Simple so that they can absorb and process the information.

8. **Effective feedback.** Feedback is very important for the learner to assess their progress and to see how and what they can improve. Provide opportunities to engage in dialogue about the learning function of assessment – provide details of the learner's strengths and development needs either in written or spoken form. With younger learners identifying one or two areas for development is sufficient along with acknowledgement of what has been done well. Essentially, learners are helped by being given a **specific** explanation of how work can be improved. You can also use summarise assessment formatively, ie. as an opportunity to identify strengths, development needs and how to improve.

Tips – Ask students themselves to identify their own strengths and development needs – self evaluation; peer evaluation of work can be successful once they have been taught how to do it; the lecturer can produce a piece of work and ask students to assess it anonymously; have a discussion about the success criteria for the task and ensure the students are clear about them; allow learners to set criteria for success and then measure their achievements against these.

9. Managing the learning behaviour. Under 16s are coming into Scotland's Colleges and training establishments from largely structured and routine-driven environments in schools and early feedback from those undertaking Skills for Work courses indicates that they very much enjoy the different learning environment that colleges and other training providers offer. Remember though that these are still young learners. They will still expect lecturers to provide structure and routine and will perform best in a calm orderly learning environment. Young students will respond to firm, fair and consistent management. Such routines have to be established quickly and constantly reinforced.

Tips – Health and safety is non-negotiable and consequences of non-compliance with the regulations should be made clear and adhered to at all times; set out your expectations from day one and provide a consistent message; have clear beginnings, middles and endings for each session; be a positive role model for your students, i.e. be there before they are and manage the learners with respect; always deliver what you promise; build up good relationships and get to know the learners, make the curriculum interesting and stress the relevance of the learning; set up a positive behaviour management system. By following these guidelines you will build up two-way respect, which, while sometimes challenging to achieve, can be very powerful and work to everyone's benefit.

10. Care and welfare issues. School/college partnerships mean increasing numbers of young learners in college. Lecturers have to be aware of their professional responsibilities and mindful of young people's rights. However lecturers have rights too, in terms of feeling safe and secure in working with young people and there are basic steps staff can take to minimise risks. It is essential that colleges ensure that lecturers have a working knowledge of the Child Protection policies (local authority and college documentation) and to follow procedures and policies diligently. School/College Liaison Officers will be familiar with these documents and can provide support and advice. There are also training sessions on Child Protection available from SFEU (see below).

Tips – Avoid one-to-one situations with young students in a closed area; do not do or say anything that could be misinterpreted; if the opportunity arises, do some observation in schools to see and discuss how teachers use the guidelines for their own protection as well as the young person's.

Most young people are a delight to work with and they will positively enjoy the experience of learning in college. However, there will inevitably be some who are disengaged, disaffected and who have not yet had an opportunity to experience success. 'Skills for Work' is a unique educational initiative that young people can be motivated to buy into - you as the lecturer are key to the success of these programmes.

Skills for Work Workshops

To take this 10 point plan forward and to add to it, you can attend one of SFEU's 'Get Skilled Up' half day workshops for lecturers delivering Skills for Work Courses, when we explore further the learning process and look at a range of specific teaching and learning techniques to use with the under 16 age group. To find out when the next event is visit our website www.sfeu.ac.uk or contact the Learning Process team at SFEU on 01786 892000.

Child Protection Workshops

These are run on a regular basis by staff at SFEU in Stirling and also in colleges. For more information on these workshops please contact members of the Access and Inclusion team at www.sfeu.ac.uk or contact the team at SFEU on 01786 892000.

Student Support Materials

Welcome to Animal Handling (Pigs)

The notes that you'll be given as you progress through the course help you with the background knowledge for the skills that you'll learn whilst on this course. You'll find that there are several activities and self-assessment tasks, often followed by some answers. In some parts, you'll be asked to think about things that you maybe don't know very much about yet but don't worry! These activities are just to make you think about everything you do instead of just rushing in there! They're not tests and the answers you're given here go into a lot more detail than you would be expected to come up with by yourselves.

This is a practical course where you'll be assessed mainly on your practical and employability skills. These notes and exercises are here to help you to understand the important aspects of handling pigs and to support your practical studies. Some words or phrases in the notes are in **bold** and underlined. This is because they are words or phrases which are explained in the 'Glossary' (a list of words and their meanings) which your tutor will give you.

If you find yourself becoming very interested in pig handling, you will find several web links and book references that you can look at. You can also go to the following web link, where it may help you to find out how to take your interest further:

<http://www.afuturein.com/>

However, your tutors are there to support and help you. If you want to find out more - just ask!



Answers

1. Handling animals in relation to pigs is about moving them around and **restraining** them.
2. Pigs need to be moved around for various reasons:
 - they may be moved from pen to pen because they are growing or if sows may be going to farrow
 - they may be transported on lorries to market or even to the slaughterhouse
 - pigs may need to be restrained in order to look at them closely
 - we may want to give them medications, inspect them, weigh them, or treat a problem
 - pigs often require special equipment in order to hold them still for inspection and examination
3. Pigs are very large animals and can be dangerous.



- the average sow weighs about 250kg while piglets are from 1.5kg – 15kg and pigs for bacon can be up to 110kg
 - they are tame in the sense that they do not live wild, roaming the country but they are not domesticated like pets
- they do not always behave predictably

You are being given the chance to work with pigs on this course: it is vital that you always follow instructions carefully.

4. An employer is likely to expect you to be:
 - hard-working
 - caring about the health and well-being of the pigs
 - willing to learn
 - reliable: turn up when you should
 - honest and trustworthy
 - able to follow instructions

- aware of safety issues
- aware of your role and your responsibilities
- able to get along with everyone else and do your share
- careful that you are not wasteful of things that cost money

Perhaps you thought of some more?

When you are taking part in the activities of this Unit, you will be given the opportunity to find out how to safely move pigs around and how to safely restrain them. Use this opportunity to find out if you want to work with pigs in the future.



Understanding Pigs

Pigs can seem quite large and rather frightening when you know nothing about them but once we have a better understanding of how they are likely to behave, it means that we can work safely around them. It is important **to never take them for granted** and always treat them with respect, following the rules and instructions given to you by the tutor. These are potentially dangerous animals, particularly sows with very young piglets and boars. Failure to follow safety rules can result in injury all too easily.



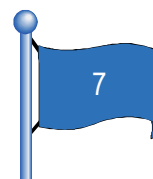
Activity

What do you know about the nature of pigs?

Have a go at answering the following questions.

1. Are pigs herd or lone animals?

2. What things are likely to frighten pigs?



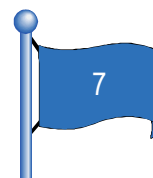
Answer

1. Pigs are naturally **prey animals** that also have a very strong **group instinct**.
2. Pigs become stressed when separated from the rest of the family. Their first instinct is to escape or run away when frightened (flight): if they feel cornered, they are likely to barge their way out of situations. (As they have very strong teeth, biting can be a risk with pigs.)

More Facts about Pigs' Behaviour

- unlike horses, few pigs have learned to trust man fully
- they will tend to move away from people who are coming towards them
- although we can use their fear of us to drive pigs as a group, this should be done quietly and gently in order to minimise stress
- they are creatures of habit, and appreciate things being done in a routine manner
- pigs have extremely sensitive senses and can hear noises that we can't, which often causes them to panic. Their eyes are situated on the front of their head which means that they have a blind spot behind them.

Activity



Now that you know what kind of animal pigs are, try and answer the following questions:

1. Why is it easier to move a group of pigs together rather than one by itself?
2. What might a pig do if it feels cornered and threatened and cannot see an escape route?

Answer

1. It is always easier to move a group of pigs rather than a single one because of their very strong group instinct. Sometimes a farmer may only want to move a single pig into a handling facility to treat it. However the farmer will take it, with a few others, to that facility because this tends to keep the animal calm and less likely to panic and attempt escape.
2. A pig that feels cornered is likely to feel stressed and turn around and barge people. You should never drive pigs hard into an area where there is no obvious escape route: always give them time to work out where you want them to go.

Being Safe Around Pigs



Golden Rule Number One:

Always follow your tutor's instructions fully and do not approach the pigs unless you are with your allocated supervisor.

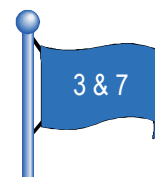
Golden Rule Number Two:

Always wear the correct clothing.

The items of clothing on the following page should be worn when working with pigs.

 **Activity**

Identify reasons for wearing these items:



Washable overalls	
Washable, waterproof leggings	
Washable, waterproof, warm jacket	
Warm top	
Wellington boots or strong work boots that are washable	

Why do you think that you will not be allowed to work with pigs wearing the following?

Dangling jewellery:	
Training shoes, sandals and high-heeled shoes	

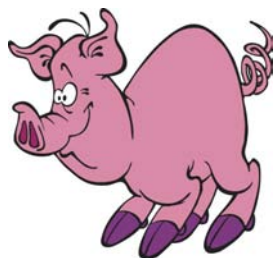


Answers

- It is often cold, damp and dirty at farmyards and so warm, waterproof and washable clothing is important.
- Overalls are useful on dry days when it is too hot to wear waterproofs.
- Strong boots are necessary because it is often dirty and mucky.
- Washable outer clothing is essential because farms may have a '[biosecurity](#) policy' where they expect you to scrub down before entering as well as after leaving the farm. This is very good practice not only from a hygiene point of view but also to help prevent disease transfer from farm to farm.
- Jewellery can get caught on things and you risk tearing your own flesh.
- If a pig stands on your foot and you are wearing the wrong footwear, it can very easily injure your foot.

Moving and Restraining Pigs

Moving pigs



Top Tips

Here are some of the basic principles:

- It is important that when pigs are being moved that an appropriate route is **carefully planned**:
 - the route that you want to drive the animals along should be clear to the animals with gates to pens opened widely.
 - other gateways should be temporarily fenced off - the people involved in the movement of the group can block off small gaps that might offer escape routes e.g. other passageways
 - if surfaces are slippery, it may be necessary to put some sand or sawdust down temporarily.
 - it is important to think about lighting: pigs will move easier into light areas and so, if pig handling facilities are under cover, it may be a good idea to use artificial lighting.
 - ensure that any obstacles or articles that may frighten the pigs are removed from the pre-planned route. Move any machines such as power washers out of the way.
 - if animals are being moved along a public road: one person will need to go ahead of them. (This may apply with outdoor pigs)

- Move the pigs **calmly and quietly**:
 - try to keep them bunched together if moving towards a gateway
 - don't let the bunch break up
 - move slowly, keeping a reasonable distance from them, allowing the lead pig a little time to investigate gateways or obstructions

Race and Crate Facilities

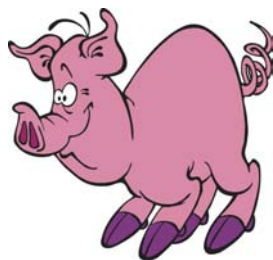


Race



Weigh crate

Every pig farm should have a good [race](#) and [weigh crate](#) to handle adult and adolescent pigs. The race is designed to 'funnel' pigs down from one area to another for ease of movement. The weigh crate will be moveable from one part of the unit to another.



Safety Tip!

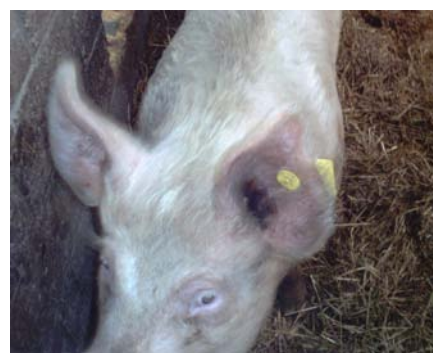
Always think of your own safety first: if a beast appears to be charging directly at you **do not** stand your ground - move out of the way. However, if they are at a reasonable distance where you can escape, opening out your arms and flapping them quietly can be enough to encourage them to continue moving forward.



Identifying Pigs

Pigs can sometimes be easy to distinguish if they are different breeds.

However, most farms will tend to have all pigs of the same breed or **cross breed** and so it can be quite difficult to distinguish them from each other visually. Adult pigs and pigs being reared for breeding must, by law, have an **ear tag** put in which has on it a UK six digit number showing the farm where they were born, as well as a number to record the individual animal. These rules for marking pigs came into effect in November 2003. The farmer must keep records of all his animals.



When pigs are going to market they are marked with a **slap mark** on the shoulder showing the farm identification to help with quick recognition at the abattoir.

Further information about **ear tags** and **slap marks** can be found on the following web pages:

http://www.defra.gov.uk/animalh/tracing/pigs/tagging/tag_index.htm

and

<http://www.defra.gov.uk/animalh/tracing/pdf/pigrulesflt.pdf>

Catching and Restraining Pigs

Unlike horses, pigs are not trained to lead on a halter. With larger pigs, we do not normally try to handle them manually and by 'catching' we mean [penning up](#).

Handling Small Pigs

You may be asked to do several things to a piglet including catching it physically, or helping to lift and carry it. Small piglets may weigh between 1.5 – 7 kg and normally we catch them by the hind legs.

Lifting and Carrying a Pig

Older pigs are usually too heavy for one person to carry and two people are normally required. They should be lifted from the side, using correct lifting techniques. Your tutor may demonstrate this to you but you will not be expected to carry it out until you have more experience with pigs.

Restraining a Pig in the Standing Position

Normally the pig will be held against a wall using knee pressure to hold the pig against the wall on its flank and shoulder.

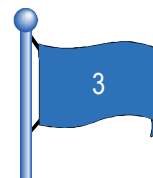
Restraint of Larger Pigs

Occasionally pigs that are too large to manhandle can be restrained between a wall and a gate or [hurdle](#), forming a 'V' shape between the two. The pig's head goes into the narrow bit of the V and the pig restrained from behind by pressing with the knees. It is unlikely that you will be asked to do this until you have more experience with pigs.

Tips and Techniques on Handling Pigs

You will be fully instructed on what method you are expected to adopt in the handling of the animals by your tutor, but perhaps we should think of the questions that we should ask ourselves before handling any animal.

Activity



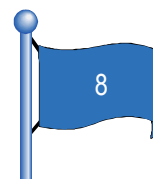
In groups, think about some questions that you would need to have answers to before deciding how an animal is to be restrained.

Example: What size is it?

Answers

Here are some that are important (but you may well have more that are equally valid):

- Why are we restraining the animal?
- How can the animal hurt me?
- How can I protect myself (and others) from being hurt?
- What would be the most comfortable and least frightening method for the animal?



Self-assessment

Now that you've had a chance to practise the various skills and found out more about pig handling, you can have a go at answering the following questions.

Tick the correct box.

1. Pigs are:	
a) hunters	<input type="checkbox"/>
b) lone animals	<input type="checkbox"/>
c) easier to move in groups than singly	<input type="checkbox"/>
d) animals that respond well to shouting	<input type="checkbox"/>

2. When working with pigs, the following pieces of clothing should not be worn:	
a) gloves	<input type="checkbox"/>
b) hat	<input type="checkbox"/>
c) trainers	<input type="checkbox"/>
d) waterproof trousers	<input type="checkbox"/>

3. Adult pigs, and pigs being reared for breeding, must by law have:	
a) an ear tag	<input type="checkbox"/>
b) a tattoo	<input type="checkbox"/>
c) a freeze brand mark	<input type="checkbox"/>
d) a ring in their nose	<input type="checkbox"/>

4. A suitable technique to move a group of outdoor pigs between fields and involving a public road would need:	
a) to be properly planned	<input type="checkbox"/>
b) to have at least two people	<input type="checkbox"/>
c) to have ensured that the gateways of the route were all opened correctly	<input type="checkbox"/>
d) all of the above	<input type="checkbox"/>

5. Which of the following statements is true about pigs?	
a) they are easier to lead than herd from behind	
b) they will usually lower their heads to allow a halter to be fitted	
c) they prefer going into light areas rather than dark ones	
d) if you want to catch one animal it is easier to separate it from the group to begin with and then move it	

6. When frightened, a pig is likely to:	
a) barge and try to run away	
b) stand very quietly	
c) lie down	
d) hide its head in straw	

7. What is the purpose of a race for pig handling?	
a) to make the pigs move as quickly as possible	
b) to help to funnel the pigs from one area to another	
c) to separate the pigs out	
d) to keep them fit and healthy	

8. Pigs might need to be moved around because:	
a) they may be going to farrow	
b) they may need to be weighed	
c) they may be going to market	
d) all of the above	

How did it go?

Check your answers against the grid on the next page.

Answers

Question	Correct answer
1	c) easier to move in groups than singly
2	c) trainers
3	a) an ear tag
4	d) all of the above
5	c) they prefer going into light areas rather than dark ones
6	a) barge and try to run away
7	b) to help to funnel the pigs from one area to another
8	d) all of the above

Practical Activities Worksheets

This section contains practical worksheets that may be useful in getting students to reflect on what they've learned in practical activities.

Practical Worksheet 1

Name: Date:

You've been looking at a group of pigs today. Answer the following questions on the task that you carried out in order to move some pigs.

	Answer
1. What age group of pigs were you moving today?	
2. Why were they being moved?	
3. What sort of things did you discuss when planning to move the pigs?	
4. Briefly, explain the jobs/tasks that you had to do when moving the pigs.	
5. Were there any problems? If the answer is yes, explain briefly what happened.	

<p>6. Is there anything that you would do the next time you do this that might make it easier and less stressful for the pigs?</p>	
<p>7. List any personal protective clothing and equipment that you had to use to carry out this task.</p>	

Practical Worksheet 2

Name: Date:

Answer the following questions about the task that you carried out today in order to restrain a pig.

	Answer
1. Briefly describe what the task was today.	
2. Why did the animals need to be caught or penned up?	
3. What type of equipment was used to restrain the animals?	
4. What sort of things did you discuss when planning to catch or pen up the pigs?	
5. Briefly describe the tasks that you were asked to do.	

<p>6. Were there any problems? If the answer is yes, explain briefly what happened.</p>	
<p>7. Is there anything that you would do the next time you do this that might make it easier and less stressful for the pigs?</p>	

Practical Assessment Checklist

This checklist will help you to understand what your tutor will be looking for when you're doing the practical assessments in this unit. Use this checklist to think about whether you are doing all these things when you are practising for the assessment tasks and to work out what you need to improve on.

Can I:	Yes / No	Things I need to work on or get help with
<ul style="list-style-type: none">• help to move a group of pigs		
<ul style="list-style-type: none">• explain how pigs are likely to behave when being handled and moved		
<ul style="list-style-type: none">• help to pen a pig		
<ul style="list-style-type: none">• help to hold a pig while it is examined		
<ul style="list-style-type: none">• carry out all of these tasks safely		

Glossary of Terms

Biosecurity	Biosecurity is the term used to describe the measures taken by a farm to prevent the transfer of disease on and off the premises. This is a very important consideration for any farm that is moving livestock about.
Weigh Crate	the weigh crate is used to weigh pigs at different stages of growth and it can be used to examine pigs in relative safety for those working with it
Cross breed	a cross breed animal is one that is the offspring of two known breeds
Ear tag	this is a small plastic or metal tag which is attached to a pig's ear by piercing; all adult pigs must be tagged by law
Group Instinct	the instinct of animals to move around together as a group
Hurdle	this is a small gate that is put up temporarily by farmers; it can be easily attached to other 'hurdles' to provide temporary penning off of an area
Penning-up	to place an animal in a small enclosed area
Prey animals	animals that are likely to be eaten by other carnivorous animals
Race	a long enclosed alleyway which allows pigs to be moved with ease around a pig unit
Restrain	to restrain means to hold still or prevent movement - it does not mean that the animal is being pinned down in this sense of the word