

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

BSSE ANIMAL PRODUCTION 2025



PAPER 1: WRITTEN PAPER

General Comments

The 2025 cohort demonstrated improved overall performance, with most candidates attempting all questions and presenting clear, well-structured responses. They showed stronger competence in applying agricultural concepts, solving both quantitative and qualitative problems, and accurately using technical terms and units. Notably, data interpretation and graphing skills, such as plotting line graphs and deriving insights from tables were well executed. Mathematical calculations, including feed requirements and stocking rates, were fairly handled, reflecting better grasp of practical applications.

Comments on Individual Items

- 1 (a) (i) Most candidates correctly identified primary stakeholders like farmers and consumers. A few confused them with secondary actors like government or manufacturers. Clearer teaching on value chain levels is recommended.
- (ii) Many candidates stated that value chain knowledge boosts profit or efficiency but failed to explain how such as identifying market gaps or improving coordination. Full marks required both recall and reasoning. Emphasizing depth over listing is key.
- (iii) Many candidates incorrectly chose beef based on high demand alone, missing that pig meat offers greater business potential due to unmet local demand and room for production growth. Few linked supply-demand gaps to opportunity. Training should focus on data-based reasoning and identifying market trends beyond surface-level numbers.
- (b) (ii) Most candidates focused on GPS or drones rather than the core system, BAITs, used by officials for tracking cattle via ear tags or bolus in a central database. Few mentioned its role in preventing fraud, monitoring movement, or accessing vaccination records. Emphasis should be on government-level traceability systems, not just farm tools.
- (iii) Most candidates missed the strategic benefits of BAITs, focusing instead on basic tracking. The system enables market access, ensures compliance, and guarantees traceability, key for premium markets. It boosts industry credibility, supports quality assurance, and rewards compliant farmers. Teaching should highlight how traceability drives competitiveness, not just technology use.
- (c) (i) Candidates demonstrated good understanding, identifying key factors like education, income, and climate shocks. A few gave irrelevant responses. Overall, strong grasp of socio-economic and environmental drivers. Reinforcing real-world applications in animal production will deepen insight.
- (ii) Most candidates clearly explained benefits like increased resilience, yield, and income. A few gave vague or incorrect responses. Overall, solid understanding of climate-smart agriculture's role in improving farm outcomes. Continued focus on practical integration in livestock systems will strengthen learning.
- (iii) Many candidates suggested sound methods like rainwater harvesting and shade trees but missed linking them to climate resilience such as conserving water or reducing heat stress.



Full marks required clear, logical reasoning. Strengthening cause-effect thinking will improve problem-solving in climate-smart practices.

- 2 (a) (i)** Most candidates correctly identified concentrates as high in TDN and low in fibre. A few confused them with roughages or specific feeds like layers mash. Clearer differentiation between feed types will reinforce accurate understanding.
- (ii)** Many candidates described general benefits like growth improvement but missed key advantages of pelleted feeds such as reduced wastage, less dust, and enhanced digestibility. Few linked forms to function. Teaching should include feed presentation and its practical impact on feeding efficiency.
- (iii)** Most candidates correctly calculated 1000 kg of creep pellets, showing good grasp of feed requirements. A few made errors due to incorrect conversion or formula use. Continued practice on basic agricultural mathematics will minimize calculation mistakes.
- (b) (i)** Most candidates correctly identified key factors like topography, soil, and carrying capacity. A few focused only on animal numbers or parasite control, missing broader land-environment interactions. Emphasize holistic decision-making: balance land suitability, livestock needs, and sustainable management.
- (ii)** Many candidates mentioned practices like proper stocking or fertilizing but missed explaining why such as preventing soil degradation or boosting pasture growth. Full marks required clear justifications. Centres are advised to teach students to always link action to purpose.
- (iii)** Most candidates correctly calculated 7.2 ha/LSU and identified the ranch as understocked, showing good grasp of stocking concepts. A few made rounding or interpretation errors. Continued practice will strengthen accuracy and reasoning.
- (c) (i)** Many candidates confused rumen gases citing carbon monoxide (CO) or ammonia instead of carbon dioxide (CO₂) and methane. Few understood that fermentation produces volatile fatty acids (VFAs) and gases via microbes. Teaching should emphasize anaerobic digestion in the rumen and its by-products.
- (ii)** Most candidates missed that the volatile fatty acids (VFAs) especially butyrate stimulate rumen papillae development. Some noted saliva or digestion but not the direct link to papillae growth. Full marks required connecting VFAs to improved nutrient absorption. Focusing on cause-effect in rumen development would improve performance.
- (iii)** Many candidates misunderstood ruminal bloat causes, citing legumes or constipation instead of fine-ground grain or sudden overeating. Few linked proper feeding practices to prevention. Emphasize how diet affects microbial fermentation and gas build-up. Teach management strategies grounded in digestion science.
- 3 (a) (i)** Many candidates confused breeding methods, citing natural selection, or crossbreeding instead of correct techniques like progeny or sibling selection. Few mentioned advanced



methods like sperm sexing. Focus should be on clarifying selection types used in genetic improvement programs.

- (ii) Most candidates noted selection helps achieve desirable traits but missed explaining how like eliminating harmful genes or improving herd genetics over generations. Full credit required linking selection to long-term genetic gain. Stress the need to explain, not just state.
 - (iii) Many candidates described selecting high-yield cows and pairing them with quality bulls but omitted the next step, retaining high-performing offspring to advance the herd. Full marks required showing the cycle of selection across generations. Emphasize that improvement is proven through progeny performance.
- (b)
- (i) Most candidates correctly identified insemination within 8–12 hours of heat, especially evening insemination for morning signs. A few missed the optimal window. Precision in timing is key for conception success. Reinforce this critical detail in breeding management.
 - (ii) Many candidates noted correct semen placement aids conception but did not explain why, such as preventing sperm loss or ensuring delivery to the right reproductive site for maximum fertilization chances. Full marks require linking placement to biological efficiency. Stress cause-and-effect in explanations.
 - (iii) Candidates identified issues like poor nutrition or disease but often missed pairing them with specific solutions, such as targeted feeding plans or culling infertile animals. Strong responses linked each cause to a practical fix. Problem-solving should include both diagnosis and action.
- (c)
- (i) Many candidates misunderstood foetal positioning, stating “tail facing back” instead of toward the dam’s spine. Correct presentation: front feet in birth canal, back toward sacrum. Use of diagrams and birthing models in teaching can improve accuracy.
 - (ii) Most candidates correctly linked clean litter to calf protection and indoor housing to colostrum intake and safety. A few gave irrelevant reasons like digestion or rest. Focus should remain on critical neonatal care and biosecurity. Reinforce best practices in new-born animal management.
 - (iii) Candidates identified key issues like dystocia and disease but often failed to pair them with targeted solutions - such as calving assistance or vaccination programs. Stronger responses linked each challenge to a specific action. Emphasize problem-solving that connects cause, effect, and remedy.
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- (a) (i) Most candidates correctly identified non-infectious deficiency diseases like rickets or anaemia. A few mistakenly listed infectious diseases such as foot and mouth. Clear distinction between deficiency and infectious conditions is essential for accurate diagnosis and management.
 - (ii) Most candidates correctly noted visible signs like coughing, reduced appetite, and groaning, key for on-farm detection. A few mentioned clinical measures like temperature, which are not typically used in routine observation. Stress that early identification relies on behavioural and physical cues, not clinical tools.



- (iii) Most candidates understood isolation prevents disease spread, though some oversimplified. Emphasize that containment is critical to stop outbreaks, especially highly contagious ones like foot and mouth disease (FMD) from escalating into epidemics. Clear, prompt action saves herds and livelihoods.
- (b)
 - (i) Most candidates correctly identified rainy season (November–March) as peak tick time. A few wrongly chose winter. Highlighting this timing helps farmers plan preventive measures like acaricide use before infestations surge. Timely action reduces disease risk and costs.
 - (ii) Candidates clearly identified key impacts like disease transmission and anaemia. A few gave vague responses about nutrient loss. Focus should be on species-specific damage such as paralysis or fever to guide targeted, effective control.
 - (iii) Most of the candidates drew accurate graphs with proper labels, title, and scale, showing strong data visualization skills. A few missed key elements like titles or correct axes. Regular practice in transforming data into graphs will reinforce precision and clarity.
- (c)
 - (i) Many candidates confused direct and indirect effects: direct ones like wounds and irritation; indirect ones like disease transmission. Clarifying this distinction helps in choosing the right control methods. Teaching should focus on impact type: physical harm vs. pathogen spread.
 - (ii) Many candidates missed the key reasons: isolation prevents worm spread during purge, and correct dosing avoids resistance. Most candidates' responses focused on monitoring rather than biosecurity and efficacy. Teaching should emphasise the science behind deworming protocols: timing, dosage, and containment.
 - (iii) Many candidates suggested control methods like pesticides or biological agents but failed to link them to proper justifications such as eliminating breeding sites or breaking the life cycle. Strong answers paired actions with purpose: hygiene reduces breeding grounds; baits reduce adult populations. Centres should stress integrated, science-based fly management.
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 - (a)
 - (i) Most of the candidates correctly identified benefits like job creation and raw materials. A few of the candidates confused “source of food” with “source of game meat.” Clarify that game animals are the source of meat, not food for themselves. Precision in terminology matters.
 - (ii) Many candidates confused location with access. Location involves geography like remoteness and natural features while access relates to infrastructure. Strong answers noted secure, disease-free sites with water sources. Teaching should emphasise the distinction between where the land is and how you use it.
 - (iii) Most of the candidates accurately identified 950 ostriches at collapse and growth periods like 2000–2003 or 2006–2010. A few gave single years instead of ranges. Centres are advised to stress that time periods require both start and end points for full credit.
 - (b)
 - (i) Most of the candidates noted key factors like species type and capture method. A few missed the core: understanding animal behaviour and reducing stress. Centres should emphasize that ethical, successful capture relies on preparation and species-specific planning.



- (ii) Most of the candidates correctly linked removing mature males and tranquilizing to reducing stress and preventing injuries. A few candidates focused on control or ease instead of welfare. Centres are advised to reinforce that animal and handler safety, plus fitness to travel, are top priorities when transporting animals.
- (iii) Many candidates favoured darting for buffalo capture but overlooked its risks and limitations. Corrals are safer, reduce stress, and allow group handling ideal for large, aggressive herds. Centres should emphasize that method choice must balance welfare, safety, and practicality not just ease or cost.
- (c) (i) Most candidates identified key factors like demand and carrying capacity. A few missed legal and welfare aspects. Centres are advised to stress that sustainable harvesting requires permits, ecological balance, and timing, ideally before dry season.

(ii) Many candidates misunderstood live sales and trophy hunting, focusing on cost or stock increase instead of value-added opportunities. Centres should highlight that live sales enable breeding transfers and premium pricing; trophy hunting offers high-value experiences. Both diversify income.

(iii) Most of the candidates correctly linked government support like subsidies and research to lower costs and better productivity. A few misattributed licensing to anti-poaching. Centres are advised to reinforce those policies recommended, should boost efficiency, access, and sustainability in game farming.



PAPER 2: PRACTICAL EXAMINATION

General comments

This practical paper assesses Assessment Objectives, AO 2 and AO 3, requiring candidates to observe, analyse, and draw logical conclusions from specimens, as well as interpret and manipulate data to make informed decisions, demonstrating applied knowledge from the syllabus.

Centres received clear instructions for specimen display. While most complied, some did not: finishing cattle and dry cows were incorrectly fed calf meal and beef finisher, respectively, contrary to guidelines.

The paper consists of two questions: one on specimen observation, the other on data handling. In 2025, candidate performance was below average, indicating a need for improved practical application and data interpretation skills.

Comments on Individual items

- 1 (a) Candidates were required to classify specimens A–D as grasses, legumes, forbs, or woody plants, and identify each by local and common name, plus one unique feature. Most correctly classified the specimens, but lost marks on identification, confusing local with common names and gave vague or incorrect unique features. For example, “thin grasses,” “thorns,” or “green leaves” were too general. Clearer, specific traits (e.g., “zigzag stems,” “twinning habit,” “serrated leaf edges”) were expected. Strong responses used specific, observable traits—like “hollow stems” for grasses or “bearing pods” for legumes. Precision matters for credit to be given.
- (b) Many candidates struggled with this question, confusing which species thrive or decline under grazing pressure. As shown in Table 1(c), couch grass (C) is dominant in severely overgrazed areas, guinea grass (A) decreases with light to moderate grazing, and tassel three-awn (B) declines under heavy grazing. Common mistakes included misassigning A or B as overgrazing tolerant. Understanding ecological responses is key and precision in linking species to grazing impact matters.

Table 1(c): The expected responses

dominant in severely overgrazed range land	decrease with grazing pressure	decrease with grazing pressure
C/ couch grass/ goose grass/ brown love	A/ guinea grass/ buffel grass/ fox tail / couch grass	B/ tassel three awn/ Indian sand bur/ carrot seed

- (c) Most candidates correctly identified the feed types: W and Y as concentrates, X as roughage. This shows a good understanding of basic feed classification. A few confused the categories, likely due to unfamiliarity with physical characteristics: concentrates are dense and grain-based, while roughages are fibrous and bulky. On the overall, there was solid performance on core concept, which highly commendable.
- (d) Most candidates struggled to correctly match feeds to animal stages. Only a few accurately identified specimen Y as calf feed, W for finishing cattle, and X (like lucerne or maize stover) for dry cows. Common errors included misassigning concentrates meant for calves or finishers to dry



cows, despite clear formulation cues. Understanding purpose-driven feed design is essential. Teaching should focus on application of precision to avoid guesswork.

- 2 (a) Most candidates did well in developing the broiler inventory from extract A. Common errors included listing prices instead of quantities or omitting measurements for sprayers and hoses. Remember: the quantity column requires number of units, not cost. Attention to detail—like "1 × 30 M hose" or "1 knapsack sprayer (20 L)" ensures accuracy. Well-structured responses showed strong data interpretation.
- (b) Most candidates handled the balance sheet well, correctly listing major assets and liabilities. Common mistakes included incomplete titles, must be "*New Hill Balance Sheet as of 7th April 2024*", and misplacing entries. Centres must ensure totals match and all sections are labelled clearly. A well-balanced sheet reflects accurate, careful work.



PAPER 3: COURSEWORK

General Comments

In 2025, four centres were moderated for Animal Production Paper 3 (1255/03), up from just one centre in previous years, leading to candidature rising from an average of 40 to 144. Due to the larger volume, a sample of scripts was marked, unlike in past years when all scripts were moderated. All centres successfully conducted and assessed the practical components: Farm Diary (15%), Field Observation (25%), Field Practical Training – FPT (35%), and Practical Tasks (25%).

Centres submitted complete summary mark sheets with candidate names and individual scores for each component: Farm Diary, Field Observation, FPT, and Practical Tasks with total and weighted marks. All component marks were recorded to one decimal place, with rounding applied only to totals. This ensured clear, precise differentiation in the final scores.

Most centres used quotation files and slide binders to organize Practical Tasks, Farm Diary, FPT, and Field Observation scripts. The scripts were arranged by candidate number in ascending order and securely boxed in BEC-provided packaging. Quotation files are recommended since they are easier to navigate and keep work better protected.

Individual Scored Tasks Reports

2.1 Farm Diary

2.1.1 General Comments

Farm diaries must be typed, focus on one animal per candidate, and follow the official format: dates, activity, description, and observation. Each candidate should have their own file, no shared binders. Centres should stick to the guide for consistency and fairness.

2.1.2 Cover Page

The cover page should be standalone, no merging with enterprise details. Candidates must clearly specify the enterprise type (e.g., dairy cattle, goat dairy), not just "dairy." Also, include both start and end dates. Centres should note that clarity and completeness matter.

2.1.3 Enterprise Details

Enterprise details must include the initial age of animals, not duration e.g., "1 day old" for Cobb 500 chicks. Avoid combining cover page and enterprise details; keep them separate. Also, use correct breed names: Cobb 500 or Cobb 700, not just "Broiler Cobb." Teaching must emphasise that accuracy matters.

2.1.4 Sequence of Activities

Some candidates' work had in appropriate for dates for activities done. Activity dates must be in correct chronological order and fall within the enterprise period, no dates like 30/11/25 if the project ended on 09/10/25. Every activity must have a date. Centres should stress that accuracy and consistency ensure credibility.

2.1.5 Activities/Operations

Some candidates incorrectly recorded observations under *Activities* instead of the designated *Comments/Observations* column. Activities should clearly describe what was done, how tools/equipment



were used, and why the task was performed (e.g., vaccination to prevent disease). Centres are advised to keep content in the right section for accurate assessment.

2.1.6 Tools Used

Some candidates listed their tools under a separate column instead of describing how they were used under description column. Tools must be described within the *Description* column, explaining how each was used, e.g., “hard broom used to scrub floors” during cleaning. Avoid listing tools separately. Also, hands are not considered tools, do not list them as such. Teaching should focus on actual equipment and proper usage.

2.1.7 Importance of Activity

Some candidates had limited number of importance while some placed the importance under comments. Candidates should clearly state the importance of each activity within the *Description* column e.g., cleaning prevents disease, feeding supports growth. Avoid placing this in *Comments*. Every task should include why it matters. Centres should stress that depth and relevance are key.

2.1.8 Relevance of Comments

Most comments were relevant, but some merely repeated descriptions or importance. Comments should add value note observations, challenges, or improvements seen. Avoid redundancy. Keep them insightful and specific.

2.1.9 Precautions Observed

Candidates were not specific in outlining precautions observed. Precautions must be specific: name protective gear (e.g., rubber boots) and explain why like preventing infection. Detail tool cleaning (e.g., wash with water, grease metal parts) and safe storage (e.g., locked storeroom, shade to avoid weather damage). Avoid vague statements. Be precise and practical.

2.1.10 Project Termination

Project termination must be included in the activity table, with clear details e.g., animals returned to the Agriculture Department. Include disposal of products and residues (e.g., manure used as fertilizer). Viability should be justified with two solid reasons: financial (profit/loss analysis), technical (efficient processes), or operational (skilled labour, good planning). Candidates should avoid vague claims but back them up.

2.1.11 Neatness of Work

Work must be clean and professional: no stains, torn pages, or ink smudges. Use pen or pencil consistently. One centre had printer ink stains, which hurt presentation. Centres must ensure that print quality is clear, and pages are handled carefully. Neatness reflects effort and care.

2.2 Field Observation

2.2.1 General Comments

Field observations reports must be typed, with varied topics across candidates to prevent plagiarism. All centres used identical titles. This raises academic integrity concerns. Centres are advised to assign diverse, specific titles tailored to individual work. Promote originality and fairness.



2.2.2 Title of Investigation

Titles should clearly reflect a focused investigation with a comparative element e.g., “Effect of Feed Type on Weight Gain in Broilers.” Avoid vague phrases like “Observation of Feeding.” A strong title sets the stage for analysis, not just description.

2.2.3 List of Equipment/ Materials Used for Observations

Centres must submit a clear, accurate list of equipment and materials per enterprise, separately for broilers, layers, etc. Do not include animals, they are not materials. Ensure alignment with actual project content. There should be no duplication across candidates: unique lists only. This prevents malpractice and ensures fairness.

2.2.4 Objectives/ Aims of Observation

Most objectives were clear, but some did not match the title. Some candidates omitted timeframes (e.g., “6 weeks”) and others changed feed types (e.g., “layers mash” to “commercial feed”). Ensure objectives align exactly with the title and treatment used. Candidates should know that consistency is key.

2.2.5 Statement of Factor to be Observed

Candidates must clearly state the problem, its likely cause, and compare solutions for both treatments not just one. Also, explain the benefit to the farmer or end user. Missing any element weakens the analysis. Centres must ensure that candidates’ statements are thorough and balanced.

2.2.6 Factor to Compare and Contrast in the Observation / Factor Manipulated

The factor being tested must be clearly stated and match the title, no switching treatments (e.g., layers mash to commercial feed). Always compare two treatments. Explain how the factor was manipulated and why. Clarity and consistency ensure valid, meaningful results.

2.2.7 Number of Units Per Observation / Manipulation

Candidates often cited animal numbers instead of replication units like cages or pens. The focus should be on how many experimental units per treatment e.g., 3 cages per feed type and justify based on reliability, not animal count. Accuracy in design strengthens validity.

2.2.8 Layout / Sketch Plan of Observation

Sketches should have clear, formatted titles indicating animal type and treatments. Use 3D diagrams for cages/houses where possible, fully labelled. Avoid vague 2D layouts. A good plan visually communicates structure and design, clarity is key.

2.2.9 Approach / Procedure

Procedures must cover both treatments clearly, with numbered steps and full details: tools, feed amounts, methods. Avoid vague or partial descriptions. A well-structured, step-by-step approach ensures reproducibility and clarity.

2.2.10 Information Collected From Observation / Data

Most data collection was accurate, though some confused measured parameters (e.g., weight) with statistical results (e.g., mean). Always present clear tables showing raw data in an appendix and sample calculations. Transparency strengthens credibility.



2.2.11 Analysis of Findings / Implications of Findings

Titles must clearly compare both treatments and be formatted properly. Use tables with full labels (rows and columns), include statistical summaries (like averages), and align findings with the study's focus e.g., timeframes in title should appear in results. Add raw data and calculations in the appendix. A concise, relevant overview ties it all together.

2.2.12 Conclusion

Conclusions should restate the objective, summarize key trends, and explain differences between treatments. Include a clear takeaway, what was learned and mention any unexpected issues or errors. Avoid generic statements. Make statements that are insightful, accurate, and grounded in the data.

2.2.13 Recommendations

Recommendations must be actionable and based on findings e.g., adjust feeding practices, improve housing. Suggest specific procedure improvements, not treatment changes. Align with both treatments and support conclusions. Keep them practical, clear, and directly linked to results.

2.2.14 Precautions / SHE During Observation

Candidates identified safety risks but often missed health and environmental threats. Always explain why a risk matters. Recommend clear, practical mitigations like using crushes during milking or predator-proof housing. Proactive, well-reasoned SHE measures strengthen fieldwork quality.

2.2.15 Alignment of Observation to Existing Literature

Many candidates failed to link findings to relevant literature or cited unrelated sources. Ensure references directly support your study and are properly formatted (APA/Harvard). Do not list unused sources. Label section correctly: it must be noted that the section stresses Alignment, not References. Meaningful integration shows depth and credibility.

2.3 Field Practical Training (FPT)

2.3.1 General Comments

All FPT reports must be typed to ensure clarity, professionalism, and consistency. Handwritten submissions will not be accepted. This standard supports fair assessment and develops essential documentation skills in practical agriculture.

2.3.2 Cover Page

Most cover pages were complete, but some omitted the actual farm name (e.g., "BUAN Icuhive Enterprise Farm") or used institutional names like "BUAN" instead. Always include correct farm name, indicating clear start and end dates. Accuracy ensures authenticity and context.

2.3.3 Title Page

Most title pages were well completed. However, some missed signatures, candidate numbers, or submission dates. Ensure all fields are filled: your number, name, date, and signed approval. These small details have big impact on credibility.

2.3.4 Contents Page

Contents pages must use uppercase for main headings, lowercase and indented for subheadings. Include leader dots, aligned page numbers, and consistent formatting regarding font, spacing, and dots. Many



candidates' scripts had mismatched or missing numbers. Candidates should be advised to always double-check alignment and completeness. A neat, accurate table of contents sets the tone.

2.3.5 Declaration of Originality

The declaration must confirm the report is the candidate's own work. It must accurately name the farm, and stating it reflects actual FPT done. Avoid generic statements like "I attended FPT." No university names or incorrect farm details. Candidates should be cautioned that precision and honesty are essential.

2.3.6 Acknowledgement

Candidates generally acknowledged individuals but often listed the same type of help repeatedly. Be specific: include at least four different services e.g., technical guidance, animal handling, data collection, equipment access. It must be noted that clarity and variety show genuine engagement.

2.3.7 Introduction

Introduction should clearly name the correct farm and justify the placement. Candidates should focus on their learning goals and expected skills not just general benefits. Distinguish personal expectations from generic outcomes. They should be specific, accurate, and forward-looking.

2.3.8 Description of Farm Routine Schedule

Farm routines must include what, how, tools used, and staff numbers, not just job titles. Include activity times, record-keeping methods (manual or digital), and technology used with its benefits. Describe two marketing preparation activities in detail. Explain how records support farm decisions. Candidates should be encouraged to be specific, not generic.

2.3.9 Description of Activities Carried Out

Activities should clearly state what was done, with exact dates, duration, and number of actual workers, learners not included. Be specific and factual. Precision matters, omitting these details weakens the report.

2.3.10 Findings / Observations

Findings must align with initial expectations from the introduction. Clearly state which expectations were met, which were not, and how gaps can be addressed. Unexpected discoveries should include their practical value. Stay focused, honest, and insightful.

2.3.11 Conclusion

Conclusions should reflect on the value of the attachment and key lessons learned. Include actionable suggestions to improve the institution's training approach like better supervision, clearer objectives, or enhanced reporting guidelines. Keep it constructive and focused.

2.3.12 Recommendations

Provide two clear recommendations: one to improve farm practices and one to maintain effective ones. Also, identify at least one practice that should be discouraged with reasoning. Be specific, balanced, and practical.

2.3.13 Rating by Training Officer in the Industry (TOI)

Assessments from one Centre did not have TOI rating while some Centres used different forms for ratings. All centres must use BEC appraisal forms. TOI must provide a complete, justified rating with no missing or



untruncated scores. Uniform "Excellent" ratings raise credibility concerns. Ratings should reflect realistic, differentiated performance.

2.3.14 Overall Report Quality

Reports showed strong ICT use and clear illustrations. Most reports were well-typed and neatly bound in quotation files. However, there is need to improve formatting of subheadings and ensure they match the contents page. Add photos where relevant. Missing or disordered sections affect flow. Keep improving clarity and structure.

2.3.15 Appendices

Appendices must include all required documents: request letter, BEC forms, farm records (at least 3 clear, labelled samples), and original photos of the farm, operations, and equipment. No internet-sourced or watermarked images. Each candidate must have unique, properly labelled visuals. Avoid duplication as it raises authenticity concerns.

2.4 Practical Tasks

All centres must assess the full set of modules and tasks: 4 per module as required. Modules 3 and 5 were under-assessed by several centres. Evidence must be clearly documented in reports, not just stored on hard drives. Follow BEC guidelines fully for consistency and fairness.