



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package**

For a

POULTRY FARMER

Qualification Level: 1

Occupational Cluster: Agriculture

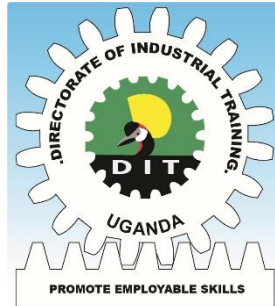
July 2020

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda



Assessment and Training Package

For a

POULTRY FARMER

Qualification Level: 1

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Under BTVET Act, 2008, the functions of the Directorate of Industrial Training are:

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF.
- (b) To regulate apprenticeship schemes.
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF.
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate.
- (e) To accredit training institutions or companies as assessment centres.
- (f) To determine fees payable under the Act.
- (g) To develop, apply, expand and improve the purposeful application of Uganda vocational qualifications defined in the UVQF.
- (h) To assess and award Uganda Vocational Qualifications.
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading.
- (j) To prescribe the procedure for the making of training schemes.

Further to the above provisions, there is an established Uganda Vocational Qualifications Framework (UVQF), under part V of the BTVET Act, 2008. It is stated that:

The purpose of the UVQF is to;

- (a) Define occupational standards in the world of work.
- (b) Define assessment standards.
- (c) Award vocational qualifications of learners who meet the set standards of different studies.
- (d) Provide guidelines for modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:

- (a) Flexible training or learning modules.
- (b) Positive assessment and Certification.
- (c) Assessment of Prior Learning.
- (d) Recognition of formal and non-formal training.
- (e) Self-paced or individual learning.
- (f) Work place learning.

For award and recognition of certificates, the BTVET Act, 2008 provides that:

- (1) The Directorate and other examination boards established under the Act shall award certificates and diplomas for Business, Technical or Vocational Education and Training under the UVQF.
- (2) The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council.
- (3) The Certificates and Diplomas awarded under the Act shall be recognised in the Uganda education system and by the labour market.

Under the TVET Implementation Standards 2020, the proposed new mandate of the Directorate of Industrial Training shall be restricted to promoting the highest standards in the quality and efficiency of industrial training in the country and ensuring an adequate supply of properly trained manpower at all levels in the industry and the world of work.

The functions shall include:

- (a) Regulating Industrial Training and Trainers.
- (b) Developing Industrial Training Curricula.
- (c) Harmonising Curricula and Certificates of competence.
- (d) Assessing Industrial Training.
- (e) Development of Occupational Standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work.
- (f) Awarding certificates in that respect.

At operational level in the Directorate, the Qualification Standards Department performs development tasks related to concepts, procedures and instruments for establishment of the UVQF in close collaboration with both public and private stakeholders in vocational training.

In particular, the Department organises and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

The Directorate has therefore produced this Assessment and Training Package for use in implementing Competence-Based Education and Training mechanisms.

TABLE OF CONTENTS

Word from Permanent Secretary	iv
Executive Summary.....	vi
Acknowledgement	viii
Abbreviations and Acronyms	ix
Key Definitions.....	x
1.0 ATP – PART I.....	11
Occupational Profile for a Poultry Farmer.....	1
Job Organisation Chart for a Poultry Farmer	3
2.0 ATP – PART II.....	11
Training Modules for a Poultry Farmer.....	11
3.0 ATP- PART III.....	34
Assessment Instruments for a Poultry Farmer	34
4.0 ATP- PART IV	48
Information on Review Process	48

Word from Permanent Secretary

The Kajubi Report (1989) and the Uganda Government White Paper on Education Review (1992) emphasised that the Uganda Secondary School Education should be vocationalised.

The World Bank Report on education in Uganda 2007 observed that although Uganda was experiencing steady economic growth on one hand, the secondary education curriculum was inadequately addressing the social and economic needs of the country on the other. The Report further noted that it is not the very top academic cadres that contribute most to the growth of the GDP but rather the competent middle level technicians that are flexible and technologically literate that the economy needs in the labour market at all levels.

Correspondingly, the NDP III 2020/21- 2024/5 highlights (i) low labour productivity (ii) high youth unemployment (38%) (iii) low transition rates from training to employment (35%) as some of the key challenges to Human Capital Development in Uganda.

In order to overcome these challenges, NDP III 2020/21- 2024/5, under objective 2 peaks the need to train the learners for the urgently needed skills and mainstream a dual education and training system. This paved way for the development of the lower secondary school vocational curriculum which supports both academic and vocational training.

The afore is in line with the Uganda Vision 2040. Under section 261, it emphasises that learners will be accorded opportunities to excel in the skills areas they are placed into. These will range from sports and cut to technical and vocational training. Hitherto, section 262 clearly states that the entire education system will be changed to emphasise practical skills, attitude and moral values.

Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive in the labour market. It should be emphasised that vocational training will produce graduates who are employable. In the New curriculum, emphasis will be on equipping learners with employable skills and competencies. This will enable learners perform the requisite duties of the specified occupations. This is the reason why the lower secondary school vocational curriculum was tailored to the assessment requirements of the world of work.

Reading from the Curriculum Framework page 12, it is stated that the learners will be assessed by DIT. Upon assessment and certification, the graduates will be employable and competitive in the labour market. It's against this background that DIT, within its mandate vested in the BTVET Act, 2008 comes on board to take the lead in the development of the requisite Assessment and Training Packages (ATPs) for the various occupations that will be assessed under the Lower Secondary Curriculum.

The ATPs can be used by any training provider and/or those who wish to present themselves for Occupational Assessment and Certification.

Herewith, the Directorate of Industrial Training presents the Assessment and Training Package for training, assessment and certification of a **POULTRY FARMER QUALIFICATION LEVEL 1**.

Finally, I thank all individuals, organisations and review partners who have contributed and/or participated in the review of this noble document.



Alex Kakooza
Permanent Secretary

Executive Summary

This Assessment and Training Package is a Competence-Based Education and Training (CBET) tool and consists of three major parts:

- 0.1 **PART I: The Occupational Profile (OP) of a POULTRY FARMER.** This Occupational Profile which was reviewed by Poultry farmers practicing in the world of work mirrors the duties and tasks that Poultry farmers are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Poultry farmers both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been reviewed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: Assessment Instruments** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as a POULTRY FARMER. These assessment instruments were reviewed jointly by job practitioners (Poultry farmers) and instructors based on the occupational profile and training modules.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, - including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**
- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

0.7 The parts of this Assessment and Training Package were sequentially reviewed as follows:

- i Part 1: Occupational Profile: **August 2020**
- ii Part 2: Training Modules: **August 2020**
- iii Part 3: Assessment Instruments (initial bank): **August 2020**

This ATP (or parts of it) may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

DIT takes responsibility of any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. The suggestion can be communicated to DIT through P.O. Box 20050, Kampala or through email uvaf.dit@gmail.com.



Patrick Byakatonda
Ag Director

Acknowledgement

The Qualifications Standards Department of DIT acknowledges the valuable contributions to the review of this Assessment and Training Package by the following persons, Institutions and organisations:

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of Poultry farming from various secondary schools.
- Agriculture Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

Abbreviations and Acronyms

A&C	Assessment and Certification
ATP	Assessment and Training Packages
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-Working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
TVET	Technical, Vocational, Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

Key Definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
Competency	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
CBET	Competence-Based Education and Training means that programmes: <ol style="list-style-type: none"> 1. have content directly related to work 2. focus is on 'doing something well' 3. assessment is based upon industry work standards, and 4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment LWAs are real work situations /assignments.
Modules	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

Occupational Profiles define what a person is supposed to do in performance terms. It also contains generic information regarding related knowledge and skills, attitudes/behavior, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

Occupational profiles are the reference points for developing modular curricular and assessment standards.

Qualification A qualification is a formal recognition for demonstrating competence, based on formal assessment against set standards. A qualification is provided to the individual in form of a certificate specifying the nature of the competence.

Task Job tasks represent the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point. Tasks can be observed and measured. (*Also see: Duty*)

1.0 ATP-PART I

Occupational Profile for a POULTRY FARMER

- 1.1 The OCCUPATIONAL PROFILE (OP) for a “Poultry Farmer” below defines the **Duties** and **Tasks** a competent Poultry Farmer is expected to perform in the world of work (on the job) in Uganda and the East African region today.
- 1.2 Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of training modules and assessment instruments (test items) which are directly relevant to employment in Ugandan and the East African businesses and industries.
- 1.3 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of “occupational/job profiling.

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop, the panelists defined the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panelists, facilitators and coordinators who participated in reviewing this Occupational Profile are listed on the following page.

¹ The DACUM-method was used. DACUM is an acronym for ‘Develop A Curriculum’

Job Expert Panel**Ankunda Miria**

Butenga Farmers

Najjemba Mariam LutaayaReliable Progressive Poultry
Enterprise**Nantege Masturah**

Loyal Farmers, Kireka

Tayebwa Damalie

On Spot Farm/Feeds

Lubega Agnes

UNEB Examiner

Nabawanuka Immaculate

Asiima Agri- concern

Mugasho Rose

UNEB Examiner

Mulindwa Godfrey

NCDC

Ninsiima Bonitah

St Patrick SS Ssembabule

Nnyanzi Flavia

NCDC

Mulumba Mutema Mathias

NCDC

Co-ordinator**Mukyala E. Ruth**

Directorate of Industrial Training

Facilitators**Komugisha Noeline**

Directorate of Industrial Training

Kyarizi Lovance

Directorate of Industrial Training

Ssempala Patrick

MOES/BTVET

Funded by

The Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile
For a
“POULTRY FARMER”

Reviewed by: Qualifications Standards
Department of the Directorate
of Industrial Training

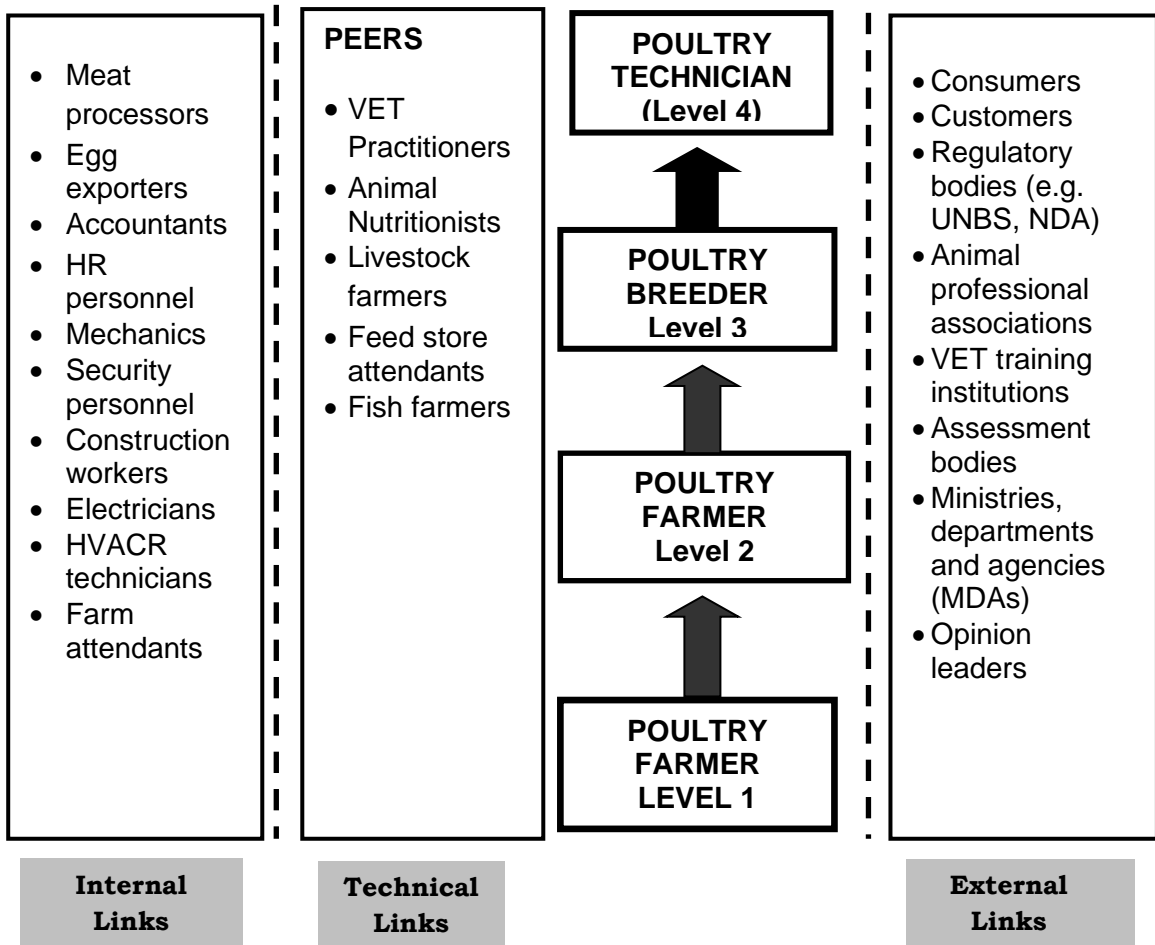
Date of workshop: 13th – 17th July, 2020

NOMENCLATURE FOR THE OCCUPATION OF A POULTRY FARMER

Definition of a Poultry Farmer

This is a person who practices the rearing of domesticated birds such as chicken, turkeys, ducks and other fowl for meat or eggs and other products for commercial purposes.

JOB ORGANISATION CHART FOR A POULTRY FARMER



Descriptions for the levels in the occupation of a ‘Poultry Farmer’

UVQ Level 1 Poultry Farmer: Is a person who rears local and improved breeds of birds for commercial purposes.

UVQ Level 2 Poultry Farmer: is a person who rears exotic birds such as layers and broilers for commercial purposes

UVQ Level 3 Poultry Farmer: Is a person who rears breeder birds for commercial purposes

Duties and Tasks

A. PLAN POULTRY ENTERPRISE	A1 Develop poultry business plan	A2 Develop poultry budgets	A3 Generate feeding schedule (i.e. amount, time, type, quality)
	A4 Generate vaccination schedules (i.e. type, time, method, age)	A5 Generate breeding schedule	A6 Generate hatching schedule (i.e. time, size, number, method, size)
	A7 Develop hatching sequence	A8 Identify the type of breed	A9 Determine stocking density
	A10 Conduct research	A11 Determine human resource needs	A12 Determine required tools and equipment
	A13 Design poultry unit		

B. CONSTRUCT POULTRY UNIT	B1 Select poultry site	B2 Clear poultry site	B3 Select materials (cement, bricks, sand, timber etc.)
	B4 Engage external service providers(e.g. mason, casual labourers, veterinary services)	B5 Build chicken coop	B6 Participate in installation of poultry unit accessories (e.g. water system, laying)
	B7 Fence poultry unit	B8 Repair poultry unit and accessories	B9 Construct storage space
	B7 Display health and safety signs and notices		

C. MIX FEEDS	C1 Determine feed nutritive value	C2 Source ingredient	C3 Formulate feed ingredients
	C4 Control moisture content	C5 Mill feed ingredients	C6 Weigh feed ingredients
	C7 Add additives (e.g. coccidiostat, boosters, ant-toxins)	C8 Mix ingredients	C9 Label feeds (e.g. feeds, dressed chicken, eggs)
	C10 Pack feeds	C11 Store feeds	

D. BROOD CHICKS	D1 Construct brooder	D2 Clean brooder	D3 Disinfect brooder
	D4 Apply litter in the brooder	D5 Cover litter with brooding paper	D6 Light the brooder
	D7 Heat the brooder	D8 Set drinkers	D9 Transport chicks
	D10 Arrange feeders and drinkers	D11 Supplement water	D12 Nurses sick chick

E. FEED BIRDS	E1 Determine type of feed	E2 Weigh feeds	E3 Arrange drinkers and feeders
	E4 Serve feeds and water	E5 Give supplements	E6 Monitor feeding habits

F. PREVENT POULTRY DISEASES, PARASITES AND VICES	F1 Control intruders	F2 Clean poultry unit	F3 Disinfect poultry unit
	F4 Wear protective gear	F5 Vaccinate birds	F6 Deworm birds
	F7 Replace old litter	F8 Dust birds	F9 De-beak birds
	F10 Provide foot bath	F11 Mist poultry unit	F12 Control vermin and vectors
	F13 Disinfect feeding equipment	F14 Maintain dry litter	

G. MANAGE POULTRY DISEASES AND PARASITES	G1 Categorise birds (e.g. age, type, breed, size)	G2 Monitor birds health	G3 Isolate sick birds
	G4 Administer drugs	G5 Cull birds (e.g. infected, broody, unproductive)	G6 Replace contaminated litter
	G7 Dispose wastes (e.g. dead birds, unhatched eggs, broken eggs)	G8 Observe quarantine and government regulations	

H. PROCESS PRODUCTS	H1 Mince chicken	H2 Make powdered eggs	H3 Prepare pasteurised liquid eggs
	H4 Dress birds	H5 Fillet chicken	H6 Portion chicken

	H7 Prepare egg shell calcium	H8 Collect eggs	H9 Clean poultry products
	H10 Store poultry products		

I. BREED BIRDS	I1 Determine mating ratio	I2 Sort eggs	I3 Incubate eggs
	I4 Hatch eggs	I5 Sort chicks	I6 Sex chicks
	I7 Determine breeding system	I8 Label hatching eggs	I9 Fumigate eggs and hatching equipment
	I10 Pack chicks	I11 Transport chicks	

J. MARKET PRODUCTS	J1 Identify target market	J2 Advertise products	J3 Package products
	J4 Brand products	J5 Grade products	J6 Price products
	J7 Transport products	J8 Export products	J9 Participate in quality assurance (size, age, packaging material)
	J10 Perform hazard analysis	J11 Offer customer care	

K. PERFORM ADMINISTRATIVE TASKS	K1 Mobilise financial and human resources	K2 Train staff and other stakeholders	K3 Assign poultry duties to staff
	K4 Purchase materials, tools and equipment (e.g. wire mesh, iron sheets, timber, nails)	K5 Supervise works	K6 Acquire operational licenses (e.g. trade license, import permits)
	K7 Attend technical and business poultry meetings (e.g. seminars)	K8 Perform poultry stock taking	K9 Market poultry products (e.g. chicks, eggs, chicken, litter)

	K10 Appraise workers	K11 Pay bills	K12 Observe health and safety precautions
	K13 Generate poultry production reports	K14 Administer first aid	K15 Advise customers on technical matters (e.g.

			bird treatment, feeding)
	K16 Promote HIV/AIDS awareness	K17 Motivate workers	

L. MAINTAIN POULTRY FARM RECORDS	L1 Perform poultry stock taking	L2 Maintain human resource records	L3 Maintain financial records
	L4 Generate record of output	L5 Generate record of in put	L6 Audit enterprise
	L7 Keep inventory		

Additional Information

<p>Related knowledge & skills</p> <ol style="list-style-type: none"> 1. Poultry types and breeds 2. Knowledge on poultry nutrition 3. Literacy and numeracy 4. Monitoring and evaluation 5. Poultry diseases and parasites and their control 6. Administration of treatment on poultry farm 	<ol style="list-style-type: none"> 7. Poultry production systems 8. Craftsmanship skills e.g. carpentry, plumbing, electrical, building 9. Training skills 10. Entrepreneurship 11. Leadership skills 12. Planning skills 13. Hygiene requirements and standards
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<p>Tools, Equipment and Materials</p> <ol style="list-style-type: none"> 1. Syringes 2. De-beakers 3. Drinkers 4. Sprayers 5. Knife 6. Feeders 7. Spade 8. Weighing scale 9. Tarpaulin 10. Broom 11. Water containers (jerry can, buckets etc.) 12. Fire extinguisher 13. Charcoal stove 14. Pots 15. Lamps 16. Litter material (e.g. coffee husks, wood shavings etc.) 17. Bags 18. Vaccines and drugs 19. Mineral supplements 	<ol style="list-style-type: none"> 20. Thermometer 21. Hoe 22. Rake 23. Wheelbarrow 24. Brush 25. Hammer 26. String/rope 27. Egg trays 28. Candler 29. Chick boxes 30. Incubator 31. Books (e.g. record book, visitor's book) 32. Feeds 33. Water 34. First aid box 35. Tractor 36. Transport facilities 37. Protective gear (e.g. gloves, boots) 38. Nails, wire mesh, nail link 39. Feed ingredients 	<ol style="list-style-type: none"> 40. Fencing material 41. Disinfectants (e.g. soap. Chlorine, jik) 42. Packing material 43. Computer 44. Refrigeration equipment (flasks, ice boxes, coolers) 45. Heating equipment 46. Heating utensils 47. Spoons (tea spoon, table spoon) 48. Furniture (e.g. stools, tables, chairs) 49. Brooder guards/boards 50. Milling machine 51. Locks 52. Alternative power sources (e.g. solar, biogas, generator) 53. Hatching equipment 54. Feed mixer 55. Additives
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Attitudes / Traits / Behaviour	Future Trends and Concerns
<ol style="list-style-type: none"> 1. Honest 2. Faithful 3. Trustworthy 4. Kind 5. Tidy 6. Decision maker 7. Time conscious 8. Perseverance 9. Committed 10. Hardworking 11. Economical 12. Social 13. Creative 14. Cooperative 15. Good listener 16. Patient 17. Careful 18. Trainable 19. Healthy 20. Self-motivated 21. Business oriented 22. Team player 23. Disciplined 24. Result oriented 	<ol style="list-style-type: none"> 1. Price fluctuations of poultry materials and products 2. Poor quality materials and services 3. Poor road infrastructure 4. Inadequate networking among poultry farmers 5. Unfriendly government policies 6. Seasonal markets 7. High taxes on poultry in puts 8. Poor quality breeds 9. Limited exposure of the poultry farmers 10. Limited knowledge of poultry diseases by farmers 11. Limited knowledge of handling and storage of drugs by poultry farmers 12. Limited knowledge on value addition of poultry products 13. Insecurity on poultry farms 14. Transfer of technology to low level poultry farmers 15. Limited poultry technicians/specialists

2.0 ATP – PART II

Training Modules for a POULTRY FARMER

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for Curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Poultry farmer to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centers, as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.

LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.

PEXs are therefore sub-sets of a LWA.

- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the workplace; or a combination of both.

WHO IS A POULTRY FARMER QUALIFICATION LEVEL 1?

A Poultry Farmer Level 1 is a person who rears local and improved breeds of birds for commercial purposes.

TRAINING MODULES FOR POULTRY FARMER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/PF/M1.1	Construct Poultry Structures	120	03
UE/PF/M1.2	Brood Young Birds	80	02
UE/PF/M1.3	Feed Birds	80	02
UE/PF/M1.4	Control Parasites and Diseases	120	03
UE/PF/M1.5	Breed Birds	160	04
UE/PF/M1.6	Perform Basic Entrepreneurship Tasks	40	02
Summary	6 Training Modules	680 hours	16 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 160hours of nominal learning

Information given on the average duration of training should be understood as a guideline. Quick learners may need less time than indicated or vice versa.

At completion of a module, the learner should be able to satisfactorily perform the included learning working assignments, their practical exercises and attached theoretical instructions, as the minimum exposure.

Prior to summative assessment by recognised Agencies, the users of these Modules Guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP

Code	UE/PF/M1.1
Module title	M1.1: Construct and Maintain Poultry Structures
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Poultry Farmer UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee shall be able to construct and maintain poultry structures (e.g. housing unit, brooder, perches, laying facilities)
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Construct Poultry Unit LWA 1/2: Construct Laying Facilities LWA 1/3: Construct Brooder LWA 1/4: Erect Perches LWA 1/5: Fence off Poultry Structures LWA 1/6: Construct Store Unit LWA 1/7: Maintain Structures and Facilities LWA 1/8: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 1/1: Construct Poultry Unit PEX 1.1: Design poultry unit PEX 1.2: Select poultry site PEX 1.3: Clear poultry site PEX 1.4: Identify the materials, tools and equipment PEX 1.5: Mobilise materials and tools PEX 1.6: Demarcate site PEX 1.7: Erect poultry coop PEX 1.8: Fence poultry unit</p> <p>LWA 1/2: Construct Laying Facilities PEX 2.1: Identify materials PEX 2.2: Assemble materials PEX 2.3: Position laying boxes in housing unit PEX 2.4: Fill laying box with litter</p>

	<p>LWA 1/3: Construct Brooder</p> <p>PEX 3.1: Design brooder</p> <p>PEX 3.2: Select tools, materials and equipment</p> <p>PEX 3.3: Mobilise the materials</p> <p>PEX 3.4: Erect brooder</p> <p>PEX 3.5: Install light source</p> <p>PEX 3.6: Install heat source</p> <p>PEX 3.7: Apply litter</p> <p>PEX 3.8: Cover litter</p> <p>PEX 3.9: Clean brooder</p> <p>PEX 3.10: Disinfect brooder</p> <p>PEX 3.11: Provide foot bath</p>
	<p>LWA 1/4: Erect Perches</p> <p>PEX 4.1: Select tools, materials and equipment</p> <p>PEX 4.2: Mobilise tools, equipment and materials</p> <p>PEX 4.3: Take measurements</p> <p>PEX 4.4: Cut materials to desired size</p> <p>PEX 4.5: Assemble materials into perches</p> <p>PEX 4.6: Test run perches</p>
	<p>LWA 1/5: Fence off Poultry Structures</p> <p>PEX 5.1: Select tools, materials and equipment</p> <p>PEX 5.2: Mobilise tools, equipment and materials</p> <p>PEX 5.3: Demarcate site</p> <p>PEX 5.4: Erect fence</p>
	<p>LWA 1/6: Construct Storage Unit</p> <p>PEX 6.1: Design storage unit</p> <p>PEX 6.2: Select site</p> <p>PEX 6.3: Select materials, tools and equipment</p> <p>PEX 6.4: Clear site</p> <p>PEX 6.5: Demarcate site</p> <p>PEX 6.6: Erect storage unit</p> <p>PEX 6.7: Participate in furnishing store</p>
	<p>LWA 1/7: Maintain Poultry Structures and Facilities</p> <p>PEX 7.1: Repair/replace poultry feeding utensils</p> <p>PEX 7.2: Repair/replace laying facilities</p> <p>PEX 7.3: Repair/replace perches</p> <p>PEX 7.4: Repair/replace fence</p> <p>PEX 7.5: Repair poultry unit</p> <p>PEX 7.6: Repair/replace poultry accessories and structure</p> <p>PEX 7.7: Repair brooder</p> <p>PEX 7.8: Repair/replace drinkers and feed troughs</p>

	<p>LWA 1/8: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 8.1: Manage waste PEX 8.2: Wear protective gear PEX 8.3: Administer first aid PEX 8.4: Display safety signs PEX 8.5: Observe hygiene and sanitation PEX 8.6: Observe environment rules and regulations PEX 8.7: Perform firefighting</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Construction materials • Measurements • Timber joining methods • Poultry structures and their positioning • Construction and building • Fence types • Preservation of construction materials • Poultry internal fittings and furnishings • Maintenance of poultry structures and facilities • Occupation health, safety and environmental practices
Average duration of learning	<p>120 hours (15 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 5 days of occupational theory • 10 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	hammer, measuring tape, shovel, protective gear, wheelbarrow, axe, hoe, panga, jack plane, saws, squares, spirit level, plumb bob, trowel, float, chisel, spades, pipes, electric cables, wire strainer

Minimum required materials and consumables or equivalent	nails, sand, cement, water, gravel, poles, iron sheets, thatching grass, papyrus mats, ropes, polythene sheets, glue, fencing materials, paint, grease, oil, sand paper
Special notes	The theory must be integrated into the practice during training.

Code	UE/PF/M1.2
Module title	M 1.2: Brood Young Birds
Related Qualification	Part of Uganda Vocational Qualification (Poultry Farmer UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to care and nurture young birds e.g. (chicks, ducklings, poult)
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Set up Brooder LWA 2/2: Nurture Young Birds LWA 2/3: Keep Brooding Records LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment. 3. Order of execution may vary.
Related Practical Exercises (PEXs)	<p>LWA 2/1: Set up Brooder PEX 1.1: Demarcate brooder space PEX 1.2: Mobilise brooder components PEX 1.3: Set up brooder structure and components PEX 1.4: Apply litter PEX 1.5: Provide heat source PEX 1.6: Provide light source PEX 1.7: Cover litter PEX 1.8: Disinfect brooder PEX 1.9: Install feed and water troughs PEX 1.10: Aerate brooder PEX 1.11: Provide footbath</p> <p>LWA 2/2: Nurture Young Birds PEX 2.1: Stock young birds PEX 2.2: Monitor and control brooder temperature and light PEX 2.3: Feed young birds PEX 2.4: Water young birds PEX 2.5: Give supplements PEX 2.6: Monitor health status of birds PEX 2.7: Clean and disinfect litter</p>

	<p>PEX 2.8: Monitor growth of young birds PEX 2.9: Clean feeding equipment PEX 2.10: Vaccinate young birds PEX 2.11: Treat sick birds</p> <p>LWA 2/3: Keep Brooding Records PEX 3.1: Generate healthy record PEX 3.2: Generate growth record PEX 3.3: Generate feeding record PEX 3.4: Generate mortality record PEX 3.5: Generate financial records</p> <p>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Restrict the intruders PEX 4.2: Manage waste PEX 4.3: Set up safety regulations PEX 4.4: Wear protective gear PEX 4.5: Train workers PEX 4.6: Maintain general hygiene and sanitation PEX 4.7: Control vermin and vectors PEX 4.8: Perform firefighting</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Construction and building materials • Heat sources • Light sources • De-wormers • Vaccines and drugs • Feed ingredients • Mixing feed • Brooder lighting • Feeding habits of birds • Measuring • Feed supplements • Temperature requirements • Birds behavior • Litter materials • Floor space requirements • Energy conservation

	<ul style="list-style-type: none"> • Occupational health, safety and environmental protection practices • Record keeping • Brooding • Stocking density • Aeration control
Average duration of learning	80 hours (10 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>5 days of occupational theory</i> • <i>15 days of occupational practice</i>
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	thermometer, charcoal stove, pots, lamps, fire extinguisher, drinkers, feeders, spade, wheelbarrow, brooder guards, nails, wire mesh, docks, PPE, weighing scale, power source,
Minimum required materials and consumables or equivalent	disinfectants, feeds, fuel, water, litter, young birds, feed and water supplements, fencing materials,
Special notes	The theory must be integrated into the practice during training.

Code	UE/PF/M1.3
Module title	M1.3: Feed Poultry
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Poultry Farmer UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee shall be able to prepare and serve feeds to poultry.
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Prepare Feeds and Supplements</p> <p>LWA 3/2: Serve Birds</p> <p>LWA 3/3: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 3/1: Prepare Feeds and Supplements</p> <p>PEX 1.1: Determine the type of feeds</p> <p>PEX 1.2: Acquire and implement formula</p> <p>PEX 1.3: Mobilise feed ingredients</p> <p>PEX 1.4: Mobilise feeds supplements and additives</p> <p>PEX 1.5: Weigh ingredients</p> <p>PEX 1.6: Mix feeds</p> <p>PEX 1.7: Supplement water</p> <p>PEX 1.8: Prepare grit and other supplement</p> <p>PEX 1.9: Pack feeds</p> <p>PEX 1.10: Label feeds</p> <p>PEX 1.11: Transport feeds</p> <p>PEX 1.12: Store feeds</p> <hr/> <p>LWA 3/2: Serve Feeds</p> <p>PEX 2.1: Clean and disinfect feeding utensils</p> <p>PEX 2.2: Fill feeders and drinkers</p> <p>PEX 2.3: Position feeding utensils</p> <p>PEX 2.4: Serve supplements e.g. grit, greens etc.</p>

	<p>LWA 3/3: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 3.1: Wear protective gear PEX 3.2: Maintain hygiene and sanitation PEX 3.3: Manage waste PEX 3.4: Restrict intruders PEX 3.5: Train workers PEX 3.6: Control vermin and vectors PEX 3.7: Perform fire fighting PEX 3.8: Display safety notes</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Feed ingredients • Feed mixing procedure • Feed supplements • Feeding quantities • Feeding schedules • Feed supplement preparation and serving procedure • Feeding and watering space • Poultry rations • Poultry feeding standards • Feed formulation • Feeders and drinkers • Occupational health, safety and environmental practices • Numeracy and literacy • ICT • Waste management
Average duration of learning	<p>80 hours (10 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 3 days of occupational theory • 7 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.

UVQF: Assessment and Training Package (ATP) for a POULTRY FARMER

QUALIFICATION LEVEL: 1

July 2020

Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	feeders, drinkers, spade, water containers, wheelbarrow, tarpaulin, broom, waste bin, PPE, weighing scale, packing materials, knife, hoe, transport facilities, calculators, computers, grinders, hammer mills, traps
Minimum required materials and consumables or equivalent	feeds, feed supplements, water, stationery, vermin and vector poison
Special notes	The theory must be integrated into the practice during training.

Code	UE/PF/M1.4
Module title	M1.4: Control Parasites and Diseases
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Poultry Farmer UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee shall be able to prevent and control poultry pests, parasites and diseases
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Control Parasites LWA 4/2: Control Diseases LWA 4/3: Maintain Hygiene LWA 4/4: Control Vectors LWA 4/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 4/1: Control Parasites PEX 1.1: Check birds for parasites PEX 1.2: Identify signs and symptoms PEX 1.3: Isolate birds with parasites PEX 1.4: Implement de-wormer and vaccination schedules PEX 1.5: Prepare de-wormer solutions PEX 1.6: Administer drugs PEX 1.7: Replace contaminated litters PEX 1.8: Clean poultry units PEX 1.9: Dust birds PEX 1.10: Fumigate poultry units PEX 1.11: Dispose wastes PEX 1.12: Store de-wormers and drugs PEX 1.13: Generate treatment records</p> <p>LWA 4/2: Control Diseases PEX 2.1: Identify signs and symptoms of disease PEX 2.2: Administer vaccines and drugs PEX 2.3: Isolate sick birds PEX 2.4: Treat birds PEX 2.5: Monitor treated birds</p>

	<p>PEX 2.6: Manage disease outbreak PEX 2.7: Dispose waste PEX 2.8: Cull birds</p> <p>LWA 4/3: Maintain Hygiene and Sanitation PEX 3.1: Clean poultry structure PEX 3.2: Clean feeding equipment PEX 3.3: Turn litter PEX 3.4: Replace litter PEX 3.5: Provide footbath PEX 3.6: Clear surrounding environment PEX 3.7: Disinfect poultry structures and utensils PEX 3.8: Fumigate surrounding environment PEX 3.9: Fumigate poultry structures and equipment PEX 3.10: Observe hygiene and sanitation</p> <p>LWA 4/4: Control Vermin and Vectors PEX 4.1: Fence off farm premises PEX 4.2: Prepare disinfectant for placement at entry points PEX 4.3: Seal off access points for vectors PEX 4.4: Clear surrounding environment PEX 4.5: Install vermin traps and poisons PEX 4.6: Fumigate against vermin and vectors</p> <p>LWA 4/5: Perform Occupational Health, Safety and Environmental Protection Practices PEX 5.1: Observe government regulations PEX 5.2: Manage waste PEX 5.3: Administer first aid PEX 5.4: Wear protective gear</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</p> <ul style="list-style-type: none"> • Diseases and parasites of poultry • Poultry vermin and vectors • Fumigation • Types of de-wormers • Types of vaccines • Administration of de-wormers

	<ul style="list-style-type: none"> • Administration of vaccines • Storage of vaccines • Transportation and handling of vaccines • Types of disinfectants • Types and importance of immune boosters • Occupational health, safety and environmental protection practices • Fencing • Culling of birds
Average duration of learning	120 hours (15 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 days of occupational theory • 10 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	Needles and syringes, sprayers, brushes, broom, spade, hoe, wheelbarrow, basin, feeders, drinkers, water containers, first aid kit, traps, PPE
Minimum required materials and consumables or equivalent	vaccines and drugs, de-wormers, disinfectants, immune boosters, soap, fencing materials, litter, vemine and vector poison
Special notes	The theory must be integrated into practice during training

Code	UE/PF/M1.5
Module title	M1.5: Breed Birds
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Poultry Farmer UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to improve bird laying capacity and produce improved poultry breeds
Learning-Working Assignments (LWAs)	<p>LWA 5/1: Manage Parent Stock LWA 5/2: Handle Eggs LWA 5/3: Facilitate Incubation LWA 5/4: Maintain Hygiene LWA 5/5: Manage Breeding Birds Healthy LWA 5/6: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 5/1: Manage Parent Stock</p> <p>PEX 1.1: Select parent stock PEX 1.2: Feed parent stock PEX 1.3: Serve water PEX 1.4: Monitor growth of parent stock PEX 1.5: Asses the age of the birds PEX 1.6: Determine mating ratio PEX 1.7: Determine breeding system PEX 1.8: Prepare laying facilities PEX 1.9: De-beak birds PEX 1.10: Isolate non laying birds PEX 1.11: Cull parent stock PEX 1.12: De-beak birds PEX 1.13: Manage health of parent stock</p>

	<p>LWA 5/2: Handle Eggs</p> <p>PEX 2.1: Prepare eggs storage facilities</p> <p>PEX 2.2: Collect eggs</p> <p>PEX 2.3: Sort eggs</p> <p>PEX 2.4: Clean eggs</p> <p>PEX 2.5: Pack eggs</p> <p>PEX 2.6: Fumigate eggs</p> <p>PEX 2.7: Store eggs</p> <p>PEX 2.8: Transport eggs</p>
	<p>LWA 5/3: Facilitate Incubation</p> <p>PEX 3.1: Prepare hatching facilities</p> <p>PEX 3.2: Sort eggs</p> <p>PEX 3.4: Identify and select broody birds</p> <p>PEX 3.5: Monitor broody birds</p> <p>PEX 3.6: Feed and water broody birds</p> <p>PEX 3.7: Label hatching eggs</p> <p>PEX 3.8: Set eggs on incubator trays</p> <p>PEX 3.9: Incubate eggs</p> <p>PEX 3.10: Regulate temperature</p> <p>PEX 3.11: Regulate humidity</p> <p>PEX 3.12: Regulate air circulation</p> <p>PEX 3.13: Turn eggs</p> <p>PEX 3.14: Identify fertilised eggs</p> <p>PEX 3.15: Hatch eggs</p> <p>PEX 3.16: Vaccinate birds</p> <p>PEX 3.17: Sex young birds</p> <p>PEX 3.18: Pack young birds</p> <p>PEX 3.19: Dispatch young birds</p> <p>PEX 3.20: Store young birds</p> <p>PEX 3.21: Transport young birds</p> <p>PEX 3.22: Generate hatchery records</p>
	<p>LWA 5/4: Maintain Hygiene</p> <p>PEX 4.1: Wear protective gear</p> <p>PEX 4.2: Disinfect tools</p> <p>PEX 4.3: Turn litter</p> <p>PEX 4.4: Replace litter</p> <p>PEX 4.5: Clean and disinfect laying facility</p> <p>PEX 4.4: Clean surrounding environment</p> <p>PEX 4.5: Clean and disinfect feeding equipment</p> <p>PEX 4.6: Replenish footbath</p> <p>PEX 4.7: Dust breeding unit</p> <p>PEX 4.8: Remove old litters</p> <p>PEX 4.9: Dispose waste</p>

	<p>LWA 5/5: Perform Occupational Health, Safety and Environmental Protection</p> <p>PEX 5.1: Restrict intruders PEX 5.2: Manage waste PEX 5.3: Observe health and safety regulations PEX 5.4: Wear protective gears PEX 5.5: Train workers PEX 5.6: Maintain hygiene and sanitation PEX 5.7: Control vermin and vectors PEX 5.8: Administer first aid PEX 5.9: Perform firefighting</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Bird mating ratios • Laying nests • Hatching nests • Egg storage • Types of disinfectants • Personal hygiene and sanitation • Parent stock management • Occupational health, safety and environmental protection practices • Poultry drugs and vaccines and their administration • Poultry nutrition • Incubation • Candling of eggs • Poultry breeding systems • Record keeping • De-beaking • Waste management • Fumigation methods
Average duration of learning	<p>160 hours (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • <i>5 days of occupational theory</i> • <i>15 days of occupational practice</i>

Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	hammer, sprayers, syringes and needles, PPE, incubator, temperature gun, barometer, hydrometer, Candler, rakes, hoes, spades, wheelbarrows, truck
Minimum required materials and consumables or equivalent	feeds, water, vaccines, disinfectants, litter, nails, stationery, boxes, cotton, wood, egg trays, broody hens, cocks, drugs, bags
Special notes	The theory must be integrated into the practice during training

Code	UE/PF/M1.6
Module title	M1.6: Perform Basic Entrepreneurship Skills
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (POULTRY FARMER UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee shall be able to set up a poultry enterprise and profitably market poultry products
Learning-Working Assignments (LWAs)	<p>LWA 6/1: Set up Poultry Enterprise</p> <p>LWA 6/2: Perform Administrative Tasks</p> <p>LWA 6/3: Perform Record Keeping</p> <p>LWA 6/4: Market Poultry Products</p> <p>LWA 6/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 6/1: Set up Poultry Enterprise</p> <p>PEX 1.1: Develop business plan</p> <p>PEX 1.2: Determine required resource</p> <p>PEX 1.3: Prepare budget</p> <p>PEX 1.4: Acquire resources</p> <p>PEX 1.4: Establish enterprise</p> <p>LWA 6/2: Perform Administrative Tasks</p> <p>PEX 2.1: Register enterprise</p> <p>PEX 2.2: Recruit workers</p> <p>PEX 2.2: Train workers</p> <p>PEX 2.3: Prepare work schedules</p> <p>PEX 2.4: Assign work</p> <p>PEX 2.5: Supervise works</p> <p>PEX 2.6: Pay bills</p> <p>PEX 2.7: Prepare reports</p> <p>PEX 2.8: Prepare budget</p> <p>LWA 6/3: Perform Record Keeping</p> <p>PEX 3.1: Generate feeding records</p>

	<p>PEX 3.2: Generate health records PEX 3.3: Generate production records PEX 3.4: Generate sales records PEX 3.5: Generate inventory PEX 3.6: Generate human resource records PEX 3.7: Generate hatchery records PEX 3.8: Generate brooding records</p> <p>LWA 6/4: Market Poultry Products PEX 4.1: Identify products for sale PEX 4.2: Sort products PEX 4.3: Pack products PEX 4.4: Brand products PEX 4.5: Label products PEX 4.6: Price products PEX 4.7: Advertise products PEX 4.8: Transport products PEX 4.9: Sell products PEX 4.10: Perform customer care PEX 4.10: Store products PEX 4.10: Network with other farmers PEX 4.10: Generate marketing and sales records PEX 4.10: Advertise products</p> <p>LWA 6/5: Perform Occupational Health, Safety and Environmental Protection Practices PEX 5.1: Train workers on safety issues PEX 5.2: Comply with government rules and regulations PEX 5.3: Observe hygiene and sanitation PEX 5.4: Wear personnel protective equipment PEX 5.5: Perform firefighting PEX 5.6: Administer first aid</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Poultry business letters • Budget and budgeting • Numeracy and literacy

	<ul style="list-style-type: none"> • ICT • Occupational health, safety and environmental protection practices • Marketing • Poultry products transportation • Record keeping • Pricing products • Customer care • Storage management • First aid administration
Average duration of learning	80hours (10 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>1 days of occupational theory</i> • <i>4 days of occupational practice</i>
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	calculator, computer, trucks, wheelbarrows
Minimum required materials and consumables or equivalent	stationery packaging materials (e.g. egg trays), bags, poultry
Special notes	

3.0 ATP- PART III

Assessment Instruments for a POULTRY FARMER

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards.
 - 3.2 Assessment of occupational competence should comprise of both practical (performance) testing and written (theory/knowledge) testing.
 - 3.3 Based on the Occupational Profile and Training Modules, a combined panel of job practitioners and Instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
 - 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
 - 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
 - Short answer test items.
 - Multiple choice test items
 - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
 - 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
 - 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a **POULTRY FARMER** are included.

3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching with generic	2
4.	Written (Theory)- matching with work-sequence	1
5.	Performance (Practical) test items	2
	Total	9

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1		
Occupational Title:	Poultry Farmer		
Competence level:	Level 1		
Code no.			
Test Item type:	Short answer	√	
	Multiple choice		
	Matching item	Generic	Cause- Effect
			Work-sequence
Complexity level:	C1		
Date of OP:	July 2020		
Related module:	M1.1		
Time allocation:	3 minutes		

Test Item	List any seven components of a brooder unit for local birds
Answer spaces	(i) (ii) (iii) (iv) (v) (vi) (vii)
Expected key (answers)	(i) Heat source (ii) Light source (iii) Feeders (iv) Drinkers (v) Litter (vi) Brooder structures (vii) Litter cover (viii) Thermometer (ix) Foot bath

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2		
Occupational Title:	Poultry Farmer		
Competence level:	Level 1		
Code no.			
Test Item type:	Short answer	√	
	Multiple choice		
	Matching item	Generic	Cause-Effect
			Work-sequence
Complexity level:	C1		
Date of OP:	July 2020		
Related module:	M1.2		
Time allocation:	2 minutes		

Test Item	Mention three conditions for successful incubation in local birds
Answer spaces	(i) (ii) (iii)
Expected key (answers)	(i) Oxygen (ii) Warmth (iii) Humidity

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Poultry Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	July 2020			
Related module:	M1.4			
Time allocation:	2 minutes			

Test Item	Disinfectants are applied on a poultry farm by?
Distractors and correct answer	A. Injection B. Spraying C. Drenching D. Dusting

Key (answer)	B
--------------	---

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Poultry Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	July 2020			
Related module:	M1.3			
Time allocation:	3 minutes			

Test Item	Which of the following combinations of vitamins and minerals would be most essential for a laying bird?
Distractors and correct answer	<p>A. Vitamin D, phosphorus and calcium</p> <p>B. Vitamin A, iron and phosphorus</p> <p>C. Vitamin B, sodium and iron</p> <p>D. Vitamin C, calcium and sodium</p>

Key (answer)	A
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5		
Occupational Title:	Poultry Farmer		
Competence level:	Level 1		
Code no.			
Test Item type:	Short answer		
	Multiple choice		
	Matching item	Generic	Cause-Effect
		√	Work-sequence
Complexity level:	C2		
Date of OP:	July 2020		
Related module:	M1.4		
Time allocation:	5 minutes		

Test Item	Match the following diseases to their symptoms
------------------	--

Column A (Item)	
A	Coccidiosis
B	Marek's
C	New castle
D	Fowl pox

Column B (Activity)	
1	Mucus in nostrils
2	Swelling toes, paralysis of legs and lameness
3	Brownish watery droppings
4	Swirling of the head
5	Green watery droppings
6	Spots on wattle and head
7	Coughing

Key (answer)	A-3, B-2, C- 5, D- 6
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6		
Occupational Title:	Poultry Farmer		
Competence level:	Level 1		
Code no.			
Test Item type:	Short answer		
	Multiple choice		
	Matching item	Generic	Cause-Effect
		√	
Complexity level:	C2		
Date of OP:	July 2020		
Related module:	M1.2		
Time allocation:	3 minutes		

Test Item	Match the following diseases with their causative agents
------------------	--

Column (A)	
A	Coccidiosis
B	White bacillary diarrhea
C	New castle

Column (B)	
1	Virus
2	Lack of vitamins
3	Protozoa
4	Inadequate proteins
5	Bacteria
6	Insufficient minerals

Key (answer)	A-4, B-6, C-2
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Poultry Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
				√
Complexity level:	C2			
Date of OP:	July 2020			
Related module:	M1.1			
Time allocation:	2 minutes			

Test Item	Outline the steps taken in constructing a brooder
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Apply litter
2 nd	B	Take brooder measurements
3 rd	C	Disinfect brooder
4 th	D	Fix material to shape
5 th	E	Install heat source
6 th	F	Mobilise materials

Key (answer)	1-B, 2-F, 3-D, 4-A, 5-C, 6-E
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PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item- no. 8
Occupational Title:	Poultry Farmer
Competence level:	Level 1
Code no.	
Test Item:	Construct a 4x2x2.5 meters brooder and prepare it to receive young birds with in an established poultry unit
Complexity level:	P2
Date of OP:	July 2020
Related module:	M1.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Construction materials • Construction and building • Heat sources for brooder • Brooder lighting • Measuring • Temperature requirements • Bird behavior • Litter materials • Floor space requirements • Energy conservation • Vermin and vectors • Aeration • Occupational health, safety and environmental practices
Required tools, Materials and Equipment:	plywood, polythene paper, wooden poles, papyrus mat, bricks (6 in number), light source, hammer (claw type), panga, bow saw, tape measure, sprayer, nails (3" and 2"), 8 feeders, 5drinkers, litter, heat source e.g. briquettes, charcoal stoves with cover, bio gas etc., brooding paper (to cover 8 square metres of floor), disinfectant, timber, measuring cylinders, thermometer, glucose, water containers and water
Time allocation:	6 hours
Preferred venue:	Poultry unit/farm
Remarks for candidates	Candidates must be dressed in full protective gear Observe health, safety and environmental practices
Remarks for assessors	<ul style="list-style-type: none"> • Avail candidates with all required tools, equipment and materials • Provide all the guidelines • Provide a helper

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation before task	Wore protective gear i.e. Overall Gum boots Gloves Helmet/face masks		1 1 1 1
		All necessary materials, tools and equipment observed at the work area		4
2	Set out brooder structure	Correct measurements verified	2	
		Selected position of the brooder	2	
		Brooder well positioned where there is no wind and water		3
		Use of correct tools and materials observed		2
3	Preparation of materials	Measured materials	1	
		Cut materials to specification	2	
		Specified measurements verified		2
		Use of correct tools observed		2
4	Assembling brooder structure	Materials assembled	2	
		Correct order of assembly followed		2
		Firmly standing brooder structure observed		2
		Rounded corners of the structure observed		4
		Sealed top of the brooder with reflector	4	
5	Sealing off window openings on poultry unit in the direction of wind	Took measurements on window opening	2	
		Cut covering materials to specified dimension	2	
		Fixed covering materials in window openings	2	
		Firmly covering materials on windows observed	3	3
6	Preparation of brooder	Prepared disinfectant	2	
		Correct measurements of disinfectant verified		3
		Disinfected brooder	2	

UVQF: Assessment and Training Package (ATP) for a POULTRY FARMER

QUALIFICATION LEVEL: 1

July 2020

		Non-waterlogged brooder flow observed		3
		Provided light source	1	
		Evenly distributed litter observed	1	
		Covered litter	2	
6	Preparation of brooder	No litter observed on surface	1	
		Provided heat source	2	
		Heat source positioned at central and accessible point observed		2
		Uniform distribution of heat verified		2
		Positioned drinkers	1	
		Even distribution of drinkers and not too close to the heat source observed		2
		Provided foot bath	3	
		Temperature measured		1
		Thermometer reading in the range of 38-40 ascertained by the thermometer		2
7	Demobilize tools, equipment and unused materials	Collected tools and equipment	1	
		Collected waste material	1	
		Returned tools, equipment and unused materials to the store	2	
		Waste material disposed off	2	
		Cleaned work area	2	
		Clean brooder surrounding observed		1
	TOTAL		46	41
	Maximum score (Y)	X/Y		

DIT/ QS	Test Item Database Performance Test Item- no. 9
Occupational Title:	Poultry Farmer
Competence level:	Level 1
Code no.	
Test Item:	Mix, pack and store 100kg of starter feeds for kroilers using concentrate
Complexity level:	P2
Date of OP:	July 2020
Related module:	M1.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Feed ingredients • Sources of ingredients • Feed formulation • Measuring • Feeding habit • Feed mixing procedures • Type of feeds • Personal hygiene • Sanitation • Floor space requirements • Source of contaminations • Packaging of materials • Storage of feeds
Required tools, Materials and Equipment:	weighing scale, spade, mixing plat form, PPE, turplin, feed mixer, ingredients for example (broken maize, concentrates, limestone, meat booster, toxin binder), packing bags, sacks, wheelbarrows, scooping spoon, wooden pallets, rope, stationery.
Time allocation:	2 hours
Preferred venue:	Feed store
Remarks for candidates	Candidates must be dressed in full protective wear Observe health, safety and environmental conditions
Remarks for assessors	Avail all the necessary tools, equipment and materials to the candidate Provide all the guidelines Provide a helper

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation for task	Wore appropriate protective wear		
		Gum boots		1
		Gloves		1
		Face mask		1
		Head gear		1
		Cleaned work area	2	
		Dirt free work area observed		4
		Assembled tools and equipment observed		4
2	Preparation of ingredient	Weighed ingredients	2	
		Use of provided formula observed		2
		Heaped ingredients in various layers observed		2
		Use of correct tools observed		1
3	Mixing of ingredients	Mixed ingredients thoroughly	2	
		Uniformly mixed feed observed		4
4	Packaging of feeds	Filled the packaging material with feed		2
		Sealed package	2	
		Air tight bag verified		2
		Package of 100kg verified		4
		Stored packaged feeds	2	
		Placed feeds on pallets observed	1	
5	Demobilise tools, equipment and unused materials	Collected tools and equipment	1	
		Collected waste material	1	
		Returned tools, equipment and unused materials to the store	2	
		Waste material disposed off	2	
		Cleaned work area	2	
		Clean brooder surrounding observed		1
	TOTAL		19	30
	Maximum score (Y)	X/Y		

4.0 ATP- PART IV

INFORMATION ON REVIEW PROCESS

4.1 Occupational Profile Development (July 2020)

The Assessment and Training Package was exclusively reviewed by job practitioners of the Poultry Farmer occupation, Secondary School Teachers who double as examiners of Agriculture with the Uganda National Examinations Board (UNEB) and Curriculum Development Specialists working with the National Curriculum Development Centre (NCDC).

The job expert panel, guided by UVQF Facilitators reviewed duties and tasks performed and provided additional generic information regarding the occupation.

4.2 Training Module Development (July 2020)

Based on the reviewed Occupational Profile for a Poultry Farmer of July 2020, Training Modules were reviewed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Development (July 2020)

Based on the reviewed Occupational Profile for a Poultry Farmer of July 2020, and Training Modules of July 2020, Test Items were reviewed by combined panels of Teachers and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

The rationale for the Assessment and Training Package development was to link Vocational Education and Training to the real world of work by bridging Occupational Standards to Training Standards through industry-led Standards-Based Assessment.

Active participation of both teachers and job practitioners' panels consolidated the development philosophy.

The panelists worked as teams in workshop settings complemented by off-workshop field research and literature review activities including international benchmarking.

4.5 Development Panels

The participating panels of Job Practitioners required at for the review exercise were constituted by members from the following organisations:

Review Panel		
No.	Name	Institution/Organisation
1.	Tayebwa Damalie	On spot farm/feeds
2.	Ankunda Miria	Butenga Farmers
3.	Nantege Masturah	Loyal Farmers, Kireka
4.	Najjemba Mariam Lutaaya	Reliable Progressive Poultry Enterprise
5.	Nalubega Agnes	St Denis SS Ggaba (UNEB examiner)
6.	Nabawanuka Immaculate	Asiima Agri-concern
7.	Mugasho Rose	City High School (UNEB examiner)
8.	Mulumba Mutema Mathias	NCDC
9.	Nnyanzi Flavia	NCDC
10.	Ninsiima Bonitah	St Patrick secondary school Ssembabule
11.	Mulindwa Godfrey Lubega	Trinity College Nabbingo (UNEB examiner)

4.6 Facilitator team

This Assessment and Training Package was developed by a Facilitator team listed below:

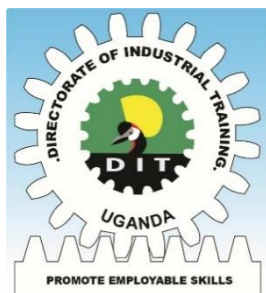
- Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
- Facilitators:** Ms. Komugisha Noeline Ag. SQO, DIT; Ms. Kyarizi Lovance QO, DIT.
- Compiled b:** Ms. Kusasira Agnes, Data Entrant, DIT and edited by Ms. Mukyala Ruth Ag. DD Qualification Standards Dept. DIT
- Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT; and Ms. Mukyala Ruth Ag. DD Qualification Standards Dept. DIT

4.7 Reference time:

This Assessment and Training Package was compiled in August 2020 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

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