

**REPUBLIC OF KENYA**

**COMPETENCY BASED MODULAR CURRICULUM**

**FOR**

**AQUACULTURE**

**LEVEL 3**

**ISCED CODE: 0831 254A**

Copyright©2025

All rights reserved. No part of this Curriculum may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods without the prior written permission of …….., except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law. For permission requests, write to the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, at the address below:

# **FOREWORD**

The provision of quality education and training is fundamental to the Government’s overall strategy for social and economic development. Quality education and training contribute to the achievement of Kenya’s development blueprint and sustainable development goals.

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency-based, curriculum development be industry-led, certification be based on demonstration of competence, and the mode of delivery allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the Agriculture Sector’s growth and development.

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

**PREFACE**

Kenya Vision 2030 aims to transform Kenya into a newly industrializing middle-income country, providing high-quality life to all its citizens by the year 2030. Kenya intends to create globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through lifelong education and training. TVET has a responsibility to facilitate the process of inculcating knowledge, skills, and worker behaviour necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency-Based Education and Training (CBET).

TVET Act, CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development emphasized the need to reform curriculum development, assessment, and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee’s achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

# **ACKNOWLEDGMENT**

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the Agriculture National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Agriculture sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the Agriculture Sector acquire competencies to perform their work more efficiently and effectively.

# **ABBREVIATIONS AND ACRONYMS**

PPEs Personal Protective Equipment

ISCED International Standard Classification of Education

TVET Technical and Vocational Education and Training

TVETA Technical and Vocational Education and Training Authority

CBET Competency Based Education and Training

**KEY TO ISCED UNIT CODE**



#

TABLE OF CONTENTS

[FOREWORD iii](#_Toc195545283)

[PREFACE iv](#_Toc195545284)

[ACKNOWLEDGEMENT v](#_Toc195545285)

[ACRONYMS AND ABBREVIATIONS vi](#_Toc195545286)

[KEY TO ISCED UNIT CODE vii](#_Toc195545287)

[COURSE OVERVIEW ix](#_Toc195545288)

[AQUACULTURE HOUSING ACTIVITIES 1](#_Toc195545289)

[PRODUCTION OF TABLE SIZE FISH. 5](#_Toc195545290)

# **COURSE OVERVIEW**

Aquaculture Level 3 Qualification consists of competencies an individual must have to carry out aquaculture. It entails aquaculture housing activities and table size fish production

 Units of learning comprising Aquaculture Level 3 qualification include the following:

|  |  |  |
| --- | --- | --- |
| **CORE UNITS OF COMPETENCY** |  |  |
| **Unit code** | **Unit title**  | **Duration** **(Hours)** | **Credit factor** |
| **0831 251 01A** | Aquaculture housing activities  | 150 | 15 |
| **0831 251 02A** | Table size fish production. | 150  | 15 |
|  | Industrial Training  | 240  | 24 |
| **Grand total** | **540** | **54** |

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Kenya Certificate of Primary Education KCPE

 **Or**

1. Equivalent qualifications as may determined by relevant regulatory body

**Trainer Qualification**

Qualifications of a trainer for this course include:

1. A trainer for this course must have at least a level 5 in aquaculture, or any other related qualification.

b) Licensed by TVETA.

**Industry Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 240 hours in the agriculture sector. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing partial qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

**Assessment**

The course shall be assessed formatively and summatively:

1. During formative assessment all performance criteria shall be assessed based on performance criteria weighting.
2. Number of formative assessments shall minimally be equal to the number of elements in a unit of competency
3. Assessment of basic and common competencies shall be integrated in the core units
4. Theoretical assessment shall be integrated in practical assessment and conducted orally in both formative and summative assessments.
5. Theoretical and practical weight shall be 10:90 respectively for each unit of learning.
6. Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score
7. Assessment performance rating for each unit of competency shall be as follows:

|  |  |
| --- | --- |
| **MARKS**  | **COMPETENCE RATING** |
| 80 -100 | Attained Mastery |
| 65 - 79 | Proficient |
| 50 - 64 | Competent |
| 49 and below | Not Yet Competent |
| Y | Assessment Malpractice/irregularities |

1. Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

**Certification**

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a Unit of Competency. To be issued with the Kenya National TVET Certificate in Aquaculture Level 3, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. Statement of Attainment certificate may be awarded upon demonstration of competence in certifiable element within a unit.

These certificates will be issued by Qualification Awarding Institution.

# **AQUACULTURE HOUSING ACTIVITIES**

**UNIT CODE: 0831 251 01A**

**UNIT DURATION: 150 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Perform Aquaculture housing activities

**UNIT DESCRIPTION**

This unit specifies the competencies required to set up fish rearing unit. It involves constructing fish rearing units, installing inlet and outlet systems, predatory control devices and maintaining fish rearing units.

**SUMMARY OF LEARNING OUTCOMES**

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Construct a fish-rearing unit | 30 |
| 2. | Install inlet and outlet systems | 50 |
| 3. | Install predatory control devices | 30 |
| 4. | Maintain fish rearing unit | 40 |
| **Total** | **150** |

**Learning outcomes, content, suggested assessment methods.**

|  |  |  |
| --- | --- | --- |
| **LEARNING OUTCOME** | **CONTENT** | **SUGGESTED METHOD OF ASSEMENT** |
| 1. Construct a fish-rearing unit
 | * 1. Personal protective equipment
		1. Gumboots
		2. Helmets
		3. Gloves
		4. Overalls
		5. First aid kits
	2. Tools and requirements
		1. Tools-tape measure
		2. Spirit level
		3. Jembes
		4. Spades
		5. Pangas
	3. Factors to consider before constructing a rearing unit
	+ Availability of extra labor
	+ Equipment and materials required
	+ Site related factors
	1. Site clearing
	+ Importance of site clearing
	+ Types of wetland vegetation
	+ Site clearing techniques
	+ Risks associated with site clearing
	1. Methods of disposing cleared vegetation
	2. Analyzation of water quality and quantity
	3. Analyzation of water characteristics
	4. Land topography
	5. Selection of fish

rearing unit* + 1. Earthen ponds
		2. Lined ponds
		3. Concrete ponds
		4. Fiberglass tanks
		5. Plastic tanks
		6. Glass tanks
	1. Clearance of fish rearing unit
	2. Measurement of fish rearing area
	3. Construction of fish rearing unit
	4. Pond levelling and inlet-outlet system
 |  * Practical
* Project
* Third party report
* Portfolio of evidence
* Written tests
* Oral questioning
 |
| 1. Install inlet and outlet systems
 | * 1. Personal protective equipment
	2. Tools and equipment selection
	3. Elevation of inlet and outlet system
	4. Excavation of trenches
	5. Installation of PVC pipes
	6. Fitting of inlets and outlets
	7. Backfilling of trenches
	8. Inlet and outlet systems
 | * Practical
* Project
* Third party report
* Portfolio of evidence
* Written tests
* Oral questioning
 |
| 1. Install predatory control devices
 | * 1. Identification of fish predators and intrusive animals
	2. Removal and location of ponds weeds
	3. Control measures for predators and intrusive animals
 | * Practical
* Project
* Third party report
* Portfolio of evidence
* Written tests
* Oral questioning
 |
| 1. Maintain fish rearing unit
 | * 1. Maintenance required in fish rearing unit
		1. Cleaning around net pens and ponds
		2. Repairing damaged netting
		3. Floatation or moorings
		4. fixing the banks of a pond
	2. Clearing of grass on pond dykes
	3. Clearing of infringing vegetation
	4. Clearing blockages and monitoring of pipes and drainage channels
	5. Cleaning of tools and equipment
 | * Practical
* Project
* Third party report
* Portfolio of evidence
* Written tests
* Oral questioning
 |

**Suggested Methods of Instruction**

* Project
* Demonstration
* Practicals
* Discussions
* Direct instruction

**Recommended Resources for 25 Trainees**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category/Item** | **Description/specification** | **Quantity** | **Recommended ratio****(item: Trainee)** |
| Desktop computers/laptops |  | 25 | 1:1 |
| Internet connection |  |  |  |
|  ProjectorPrinter |  | 11 | 1:251:25 |
| Feed mixer |  | 1 | 1:25 |
|  Well-equipped workshop |  | 1 | 1:25 |
| Flame photometer |  | 1 | 1:25 |
| Tanks |  | 1 | 1:25 |
| Feed extruder |  | 1 | 1:25 |
| Assorted sieve |  | 1 | 1:25 |
| Spade |  | 5 | 1:5 |
| Weighing scale |  | 5 | 1:5 |
| Jembe |  | 5 | 1:5 |
| PH meter |  | 5 | 1:5 |
| Wheelbarrow |  | 5 | 1:5 |
| Measuring tape |  | 5 | 1:5 |

# **PRODUCTION OF TABLE SIZE FISH**

**UNIT CODE:** **0831 251 02A**

**UNIT DURATION: 150 HOURS**

**Unit Description**

This unit covers the competencies required to produce table-size fish. It entails preparing grow-out rearing units, stocking fingerlings and managing fish health.

**SUMMARY OF LEARNING OUTCOMES**

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare grow-out rearing units | 30 |
| 2. | Stock fingerlings | 50 |
| 3. | Feed grow out fish | 30 |
| 4. | Manage fish health. | 40 |
| **Total** | **150** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare grow-out rearing units
 | **Theory*** 1. PPEs
		1. Safety goggles
		2. Gumboots
		3. Gloves
		4. Dust coats
		5. First aid kits
		6. Gas mask
		7. Waders
	2. Safety precautions
	3. Selection of tools and equipment
		1. Weighing scale
		2. Wheelbarrow
		3. Water quality test kit
		4. Spades
		5. Lime
		6. Fertilizer
		7. Secchi disks
		8. Microscope
		9. Dissecting kit
		10. Buckets and basins
		11. Fish harvesting gear
	4. Drain fish culture units
	5. Disinfecting grow-out rearing unit
	6. Filling if fish rearing unit
	7. Carrying out Grow-out rearing unit water conditioning
		1. Liming
		2. Fertilization
		3. Flocculation
		4. Flushing

**Practice**Prepare grow out rearing unit | * Practical
* Project
* Third party report
* Portfolio of evidence
* Written tests
* Oral questioning
 |
| 1. Stock fingerlings
 | **Theory** * 1. PPEs
		1. Safety goggles
		2. Gumboots
		3. Gloves
		4. Dust coats
		5. First aid kits
		6. Gas mask
		7. Waders
	2. Selection of tools and equipment
	3. Fingerlings selection
* Care and handling of fingerlings
* Fingerling transportation methods
* Factors to consider when stocking ponds with fingerlings
	+ Timing
	+ Weather
	+ Water quality
	+ Fingerling acclimatization
	+ Stocking procedure

 * 1. Fingerlings transfer

**Practice*** 1. Carry out fingerlings stocking
	2. Post-harvest monitoring of stocked fish
	+ Handling fingerling mortalities
	1. Signs of stress in newly stocked fish
 | * Practical
* Project
* Third party report
* Portfolio of evidence
* Written tests
* Oral questioning
 |
| 1. Feed grow out fish
 | 3.1 Types of fish feedsNatural feeds* 1. Pond liming and fertilization
	2. Fish feeding methods
		1. Hand feeding (broadcasting)
		2. Automatic feeders
		3. Demand feeders
	3. Fish feeding behavior
	4. Feeding rates, frequency and timing
	5. On-farm feed handling and storage
	6. Maintenance of basic feeding records
 | * Oral questioning
* Written tests
* Practical tests
 |
| 1. Manage fish health.
 |  **Theory** * 1. PPEs
	2. Selection of tools and equipment
	3. Fish health signs and symptoms
	4. Administration of disinfectants, drugs, therapeutic substances and antibiotics
		1. Iodophores
		2. Chlorine
		3. Formalin
		4. Ozonation
		5. Quaternary ammonium compounds
		6. Hydrogen Peroxide
		7. Potassium permanganate
		8. Copper Sulfate
		9. Emamectin benzoate
		10. Florfenicol
		11. Oxolinic acid and flumequine
		12. Oxytetracycline
	5. Carrying out prevention and control of fish diseases
		1. Pathogen-free water
		2. Transfer of pathogens
		3. Disinfections
		4. Optimization of environmental conditions
 | * Practical
* Project
* Third party report
* Portfolio of evidence
* Written tests
	+ Oral questioning
 |

**Suggested Methods of Instruction**

* Project
* Demonstration
* Practicals
* Discussions
* Direct instruction

**Recommended resources for 25 trainees.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/NO** | **Category/Item** | **Description/specification** | **Qty** | **Recommended ratio (item: trainee)** |
|  | Projector | EPSOM | 1 | 1:25 |
|  | Whiteboard/smartboard | 2.5 By 1.5.M | 1 | 1:25 |
|  | Desktop/computer |  | 1 | 1:25 |
|  | Classroom | Well-lit with 25 seats | 1 | 1:25 |
|  | Sets of Writing materials |  | 25 | 1:25 |
|  | Video clips |  | 5 | 1:25 |
|  | Human resource | Trainer and Technician | 2 | 1:25 |
|  | Library | Equipped with table fish production books and E- section | 1 | 1:25 |