

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

 **BUTCHERY OPERATIONS**

**LEVEL 3**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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**Council Secretary/CEO**

**TVET Curriculum Development, Assessment and Certification Council**

**P.O. Box 15745–00100**

**Nairobi, Kenya**

**Email:** **info@tvetcdacc.go.ke**

# FOREWORD

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

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting 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. A key feature of this policy is the radical change in the design and delivery of the 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 mode of delivery allows 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.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the meat sector’s growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 on Reforming Education and Training in Kenya, emphasized the need toreform 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 Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with meat Sector Skills Advisory Committee (SSAC have developed this curriculum.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, meat SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON, TVET CDACC**

# ACKNOWLEDGEMENT

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 was received from various organizations.

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

I am convinced that this curriculum will go a long way in ensuring that workers in meat will acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ACRONYMS AND ABREVIATIONS

|  |  |
| --- | --- |
| AHITI | Animal Health and Industry Training Institute |
| ATVET | Agricultural Technical and Vocational Education and Training |
| AU - IBAR | African Union – Inter African Bureau for Animal Resources |
| CAADP | Comprehensive Africa Agricultural Development Programme |
| CBET | Competency Based Education and Training |
| CDACC  | Curriculum Development Assessment and Certification Council |
| CEO | Chief Executive Officer |
| DACUM | Develop a Curriculum |
| DTI | Dairy Training Institute |
| DVS | Director of Veterinary Services |
| EMCA | Environmental Management and Conservation Act |
| EMS | Environmental Management Systems |
| GDP | Gross Domestic Product |
| GMP | Good Manufacturing Practices |
| HACCP | Hazard Analysis Critical Control Point |
| ICT | Information Communication Technology  |
| KCSE | Kenya Certificate of Secondary Education |
| KNQA  | Kenya National Qualifications Authority |
| KNQF | Kenya National Qualifications Framework |
| MoALF&I | Ministry of Agriculture, Livestock, Fisheries and Irrigation |
| MoE | Ministry of Education  |
| MTI | Meat Training Institute |
| NEMA | National Environmental Management Authority |
| NEPAD | New Partnerships for African Development |
| NPCA | NEPAD Planning and Coordinating Agency |
| OIE | World Organization for Animal Health |
| OS | Occupational Standard |
| OSH | Occupational Safety and Health |
| PPE | Personal Protective Equipment |
| SOP | Standard Operation Procedures |
| TVET | Technical and Vocational Education and Training |
| TVETA | Technical and Vocational Education and Training Authority |

# KEY TO UNIT CODE

 **MT/ CU/ BA/ BC/ 01/3/ A**

Industry or sector

Occupational Standards

Curriculum

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

Butchery AttendantCertificate Level 3 qualification consists of units of learning that a person must achieve to display animal meat in the butchery, carry out animal meat portioning and packaging. It also enables an individual to manage records and documents.

The units of learning leading to Butchery AttendantCertificate Level 3 qualification include the following basic and core competencies:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **DURATION IN HOURS** | **CREDIT FACTORS** |
| MT/CU/BA/BC/01/3/A | Communication skills | 15 | 1.5 |
| MT/CU/BA/BC/02/3/A | Numeracy skills | 15 | 1.5 |
| MT/CU/BA/BC/03/3/A | Digital literacy | 20 | 2 |
| MT/CU/BA/BC/04/3/A | Entrepreneurial skills | 40 | 4 |
| MT/CU/BA/BC/05/3/A | Employability skills | 20 | 2 |
| MT/CU/BA/BC/06/3/A | Environmental literacy | 15 | 1.5 |
| MT/CU/BA/BC/07/3/A | Occupational safety and health practices | 15 | 1.5 |
| **Total** | **140** | **14** |

**Core** **Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **CREDIT FACTORS** |
| MT/CU/BA/CR/01/3/A | Animal meat display | 20 | 2 |
| MT/CU/BA/CR/02/3/A | Animal meat portioning | 60 | 6 |
| MT/CU/BA/CR/03/3/A | Animal meat packaging | 30 | 3 |
| MT/CU/BA/CR/04/3/A | Butchery records and documents management | 20 | 2 |
|  | Industrial attachment  | 300 | 30 |
| **Total** | **430** | **43** |
| **GRAND TOTAL** | **570** | **57** |

The core units of learning are independent of each other and may be taken independently.

The total duration of the course is **570** hours including industrial attachment.

 **Entry Requirements**

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

1. Completion of KNQA Level 1 or 2

**Or**

1. Experiential Learning issued by the Authority

Or

1. Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Assessment**

The course will be assessed at two levels:

1. **Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.
2. **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are accredited by TVET CDACC which also coordinates external assessment.

**Certification**

On successful completion of a unit of learning, a trainee will be issued with a Certificate of Competence and on successful completion of all units of learning, a trainee will be awarded a Butchery attendant Certificate Level 3 qualification. These certificates will be issued by TVET CDACC in conjunction with training provider.

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** MT/CU/BA/BC/01/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 15 hours

**Unit Description**

This unit specifies the competencies required to demonstrate communication skills. It involves, obtaining and conveying workplace information, speaking English at a basic operational level, participating in workplace meetings and discussions, and completing relevant work-related documents.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Speak English at a basic operational level
3. Participate in workplace meetings and discussions
4. Complete relevant work-related documents

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Obtain and convey workplace information
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Types of questions
* Organizational policies
* Workplace etiquette
* Ethical work practices in handling communication
 | * Written tests
* Oral questioning
 |
| 1. Speak English at a basic operational level
 | * English grammar
	+ Nouns, verbs, adjectives, adverbs, pronouns prepositions
* English speaking
	+ Pronunciation
	+ Simple conversations
* Taking verbal instructions
* Reading and writing in English
* Forms of expression in English
 | * Written tests
* Oral
* Role play
 |
| 1. Participate in workplace meetings and discussions
 | * Nature of workplace meetings
* Meeting protocols
* Workplace interactions
 | * Oral questioning
* Written tests
 |
| 1. Complete relevant work-related documents
 | * Types and purposes of workplace documents and forms
* Methods used in filling forms and documents
* Recording workplace data
* Process of distributing workplace forms and documents
* Report writing
* Types of workplace reports
 | * Written tests
* Oral questioning
 |

**Suggested Methods of Instructions**

* Discussion
* Role play
* Brainstorming
* Viewing of related videos
* Role play

**Recommended Resources**

* Desktop computers/laptops
* Projectors
* Report writing templates
* Pens
* Notebooks

# NUMERACY SKILLS

**UNIT CODE:** MT/CU/BA/BC/02/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

 **Duration of Unit:** 15 hours

**Unit Description**

This unit covers the competencies required to identify and undertake simple numerical processes. The person who is competent in this unit shall be able to use / work with whole numbers and money up to one hundred thousand; Locate, compare and use highly familiar measurement; Use highly familiar maps and diagrams; Identify and use some common 2D shapes; and locate specific Information in highly familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Use whole numbers for work
2. Locate, compare and use highly familiar measurement for work
3. Use highly familiar maps and diagrams for work
4. Identify and use some common 2D shapes for work
5. Locate specific Information in highly familiar tables, graphs and charts for work

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Use whole numbers for work
 | * Whole numbers
* Use of Zeros
* Use of halves
* Sizes
* Grouping of numbers
* Addition and subtraction of whole numbers
* Numerical information,
* Symbols
 | * Written tests
* Assignments
* Supervised exercises
 |
| 1. Locate, compare and use highly familiar measurement for work
 | * Measurements
* Units of measurements and their use
* Digital time am and pm
* Calendars
 | * Written tests
* Assignments
* Supervised exercises
 |
| 1. Use highly familiar maps and diagrams for work
 | * + Use of Maps and
* Diagrams simple
* symbols and pictorial
	+ Giving simple oral directions to locate objects
 | * Oral
* Assignments
* Supervised exercises
 |
| 1. Identify and use some common 2D shapes for work
 | * + Two dimensional shapes
	+ Describe common objects in terms of size and shape
	+ Compare objects
	+ Group common objects based on shape, size, color and features
 | * Written tests
* Assignments
* Supervised exercises
 |
| 1. Locate specific Information in highly familiar tables, graphs and charts for work
 | * + Simple tables
	+ Features of simple graphs and charts
	+ Numerical information in tables, graphs & charts
 | * Oral
* Assignments
* Supervised exercises
 |

**Suggested Methods of Instructions**

* Instructor led facilitation of theory.
* Practical demonstration of tasks by trainer
* Role play
* Discussion
* Demonstration by trainees and comments and corrections by trainers

**Recommended Resources**

* Common 2D shapes objects
* Calculator
* Basic measuring instruments
* Mathematical tables

# DIGITAL LITERACY

**UNIT CODE:** MT/CU/BA/BC/03/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 20 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving tasks and applying internet and email in communication at workplace.

**Summary of Learning Outcomes**

1. Identify computer hardware and software
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software
 | * Definition of a computer
* Functions of a computer
* Components of a computer
* Classification of computers
* Computer software
 | * Written tests
* Practice assignments
 |
| 1. Apply security measures to data, hardware and software
 | * Data security and control
* Security threats and control measures
* Types of computer crimes
* Detection and protection against computer crimes
 | * Written tests
* Oral presentation
 |
| 1. Apply computer software in solving tasks
 | * Operating systems
* Word processing
* Spread sheets
* Data base
 | * Oral questioning
* Practical
 |
| 1. Apply internet and email in communication at workplace
 | * Computer networks
* Uses of internet
* Electronic mail (e-mail) concept
 | * Oral questioning
* Oral presentation
* Written test
 |

**Suggested Methods of Instructions**

* Instructor led facilitation of theory
* Demonstration by trainer
* Assignments
* Viewing of related videos
* Group discussions

**Recommended Resources**

* Desk top computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** MT/CU/BA/BC/04/3/A

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 40 hours

**Unit description**

This unit describes the competencies required to demonstrate entrepreneurial competencies. It involves, developing entrepreneurial culture, identifying entrepreneurial opportunities, starting, operating and growing a small business.

**Summary of Learning Outcomes**

1. Develop entrepreneurial culture
2. Identify entrepreneurial opportunities
3. Start a small business
4. Operate a small business
5. Grow a small business

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Develop entrepreneurial culture
 | * Definition of entrepreneur
* Importance of entrepreneurship
* Common terminologies in entrepreneurship
* Entrepreneurship and employment creation
* Formal and informal employment
* Habits that promote entrepreneurial development
* Cultural factors that inhibit entrepreneurship
 | * Individual/group assignments
* Written tests
* Oral
 |
| 1. Identify entrepreneurial opportunities
 | * Types, characteristics, qualities & role of entrepreneurs
* SWOT analysis
* Generating Business ideas
* Business opportunities
* Evaluation of business opportunities
 | * Individual/group assignments
* Written tests
* Oral questioning
* Oral presentation
 |
| 1. Start a small business
 | * Factors to consider when starting a small business
* Legal requirement for starting a small business
* Procedure of starting a small business
* The dos and don’ts of starting a small business
* Challenges faced when starting a small business and mitigating factors
* Launch of a small business
 | * Oral questioning
* Individual/group assignments
* Written tests
 |
| 1. Operate a small business
 | * Organizational structure of a small business
* Managing small business finances
* Book keeping
* Business support services
* Marketing for small businesses
* Basic IT application in small business
 | * Individual/group assignments
* Written tests
 |
| 1. Grow a small business
 | * Methods of growing/expanding a small business
* Resources for growing small business
* Small business growth plan
* ICT and business growth
 | * Individual/group assignments
* Written tests
 |

**Suggested Methods of Instructions**

* Instructor led facilitation of theory
* Demonstration by trainer
* assignments
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan template
* Laptop/ desktop computer
* Internet
* Telephone
* Writing materials

#  EMPLOYABILITY SKILLS

**UNIT CODE:** MT/CU/BA/BC/05/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate employability skills

**Duration of Unit:** 20 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management
 | * Self-awareness
* Formulating personal vision, mission and goals
* Strategies for overcoming life challenges
* Emotional intelligence
* Assertiveness
* Developing and maintaining high self-esteem
* Developing and maintaining positive self-image
* Accountability and responsibility
* Good work habits
* Self-awareness
* Financial literacy
* Healthy lifestyle practices
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate critical safe work habits
 | * Stress and stress management
* Punctuality and time consciousness
* Interpersonal communication
* Sharing information
* Resources utilization
* HIV and AIDS
* Drug and substance abuse
* Handling emerging issues
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace learning
 | * Personal training needs identification and assessment
* Cultural aspects of work
* Application of learning
* Safe use of technology
* Identifying opportunities
* Workplace innovation
* Handling emerging issues
* Future trends and concerns in learning
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace ethics
 | * Meaning of ethics
* Ethical perspectives
* Values and beliefs
* Organization code of ethics
* Common ethical dilemmas
* Organization culture
* Corruption, bribery and conflict of interest
* Privacy and data protection
* Harassment and mutual respect
* Financial responsibility/accountability
* Etiquette
* Emerging issues in ethics
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instructions**

* Simulation/Role play
* Group Discussion
* Presentations
* Q&A
* Case studies
* Assignments

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

# ENVIRONMENTAL LITERACY

**UNIT CODE**: MT/CU/BA/BC/06/3/A

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 15 hours

**Unit Description**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution and demonstrating sustainable resource use.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** |  **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard
 | * Environmental Management and Coordination Act 1999
* Solid Waste Act
* Storage of environmentally hazardous materials
* Disposal of hazardous wastes
* Types and uses of PPEs in line with environmental regulations
* Occupational Safety and Health Act 2007
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Control environmental pollution
 | * Types of pollution
* Environmental pollution control and management
* Procedures for waste management
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Demonstrate sustainable use of resource
 | * Types of resources
* Sustainable resource use and management
* Principles of 3Rs (Reduce, Reuse, Recycle)
 | * Written tests
* Oral questions
* Observation of work procedures
 |

**Suggested Methods of Instructions**

* Instructor led facilitation theory
* Discussion
* Demonstration by trainer
* Assignments
* Field trip

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Solid Waste Act
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** MT/CU/BA/BC/07/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate safety and health practices

**Duration of Unit:** 15 hours

**Unit Description**

This unit specifies the competencies required to practice and promote safety and health at work. It entails preparing to practice safety and health at work and complying and promoting compliance of workers to organization’s occupational safety and health instructions and requirements.

**Summary of Learning Outcomes**

1. Prepare to apply workplace safety and health practices
2. Compliance with occupational safety and health Act

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to apply workplace safety and health practices
 | * Awareness of legislation that outlines the minimum standards for occupational safety and health requirements/ regulations
* Benefits of implementing an occupational safety and health program
* Safety requirements/ regulations of own work and of other workers
* Workplace standards and procedures for incidents and emergencies
* Prevention and Control Measures for accidents, injuries and sickness
 | * Oral tests
* Written questions
* Observation of work procedures
 |
| 2. Compliance with occupational safety and health Act | * Safety instructions and safety signs
* Safe handling of tools, equipment and materials
* Use of safe guards and safety devices
* Reporting of hazards, incidents, injuries and sickness in the workplace
 | * Written tests
* Oral questions
* Observation of work procedures
 |

**Suggested Methods of Instructions**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Occupational safety and health standards
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Client/supplier instructions
* Organizational or external personnel
* Machine/equipment manufacturer’s specifications and instructions
* Quality standards

# CORE UNITS OF LEARNING

# BUTCHERY MEAT DISPLAY

**UNIT CODE:** MT/CU/BA/CR/01/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: display animal meat in the butchery

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to display animal meat in the butchery. It involves preparing and cleaning the meat display area, sorting the meat according to species/parts and placing the meat in the butchery display area.

**Summary of Learning Outcomes**

1. Prepare and clean the meat display area
2. Sort the meat according to species/parts
3. Place the meat in the butchery display area

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare and clean the meat display area
 | * Objectives of preparing and cleaning the meat display area
* Facilities required in the meat display area and the relevant recommendations
* Procedures of cleaning and washing meat display facilities
* Hygiene protocols in butchery
* Chemicals and detergents used in cleaning the butchery display area facilities
 | * + Observation
	+ Oral questioning
	+ Written tests
 |
| 1. Sort the meat according to species /parts
 | * Objectives of sorting meat as per species
* Factors to consider in sorting of meat
* Procedures of sorting different parts of meat
 | * + Observation
	+ Oral questioning
	+ Written tests
 |
| 1. Place meat in the butchery display area
 | * Objectives of displaying meat
* Equipment and tools used in meat display
* Different methods of meat display in a butchery
* Importance of cold chain in meat display unit
* Hygiene protocols in butchery
* Management of spoiled meat
 | * + Observation
	+ Oral questioning
	+ Written tests
 |

**Suggested Methods of Instruction**

* Demonstration by trainer
* Practice by the trainee
* Field trips
* Discussions
* Direct instruction

**Recommended Resources**

**Tools and equipment**

* Meat cabinets
* Chopping boards
* Weighing scales
* Hooks
* Meat trays
* Cleavers
* Band saws
* Mincers
* Knives
* Sharpening steel

**Materials and supplies**

* Meat wrapping materials
* Stationery
* Detergents
* Disinfectants
* Lubricants
* Portable water
* Sanitizers
* Tissues
* Disposable towels

**Personal protective equipment (PPEs)**

* White Gumboots
* Overalls
* White Dust coat
* White Caps
* Helmets
* Dust masks
* Steel chain gloves
* Disposable gloves
* Safety goggles
* First aid kit

**Facilities**

Offices cold rooms, chillers, freezers, hand wash basins, toilet and bathrooms, condemnation pits, footwear washing facilities, dressing rooms, water reservoir.

# ANIMAL MEAT PORTIONING

**UNIT CODE:** MT/CU/BA/CR/02/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: portion animal meat

**Duration of Unit:** 60 hours

**Unit Description**

This unit specifies the competencies required to portion animal meat. It involves preparing the carcass for portioning, sectioning the carcass as per the required sizes and weighing the meat portions. It also includes preserving and storing meat portions.

**Summary of Learning Outcomes**

1. Prepare the carcass for portioning
2. Section the carcass as per the required sizes
3. Weigh meat portions
4. Preserve and store meat portions

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to portion the carcass
 | * Objectives of carcass preparation
* Selection of carcass for portioning
* Hygiene practices in meat handling
* Equipment used in meat portioning
* Preparation of equipment
 | * + Observation
	+ Oral questioning
	+ Written tests
 |
| 1. Section the carcass as per the required sizes
 | * Objectives of carcass portioning
* Hygiene practices in handling meat
* Factors to consider in carcass portioning
* Importance of meat portioning
* Equipment used in portioning meat
* Different types of meat cuts
* Procedures of portioning carcass as per species
* Boning techniques
* Safe handling of meat cutting equipment
 | * + Observation
	+ Oral questioning
	+ Written tests
 |
| 1. Weigh meat portions
 | * Objectives of weighing
* Types of equipment used in weighing
* Operation of weighing equipment
* Care and maintenance of equipment and tools
* Hygiene practices in handling meat
 | * + Observation
	+ Oral questioning
	+ Written tests
 |
| 1. Preserve and store meat portions
 | * Objectives of meat preservation
* Methods of meat preservation
* Ingredients used in meat preservation
* Equipment used in meat preservation
* Meat storage facilities
* Meat Storage conditions
* Legislation related to preservation of meat
 | * + Observation
	+ Oral questioning
	+ Written tests
 |

**Suggested Methods of Instruction**

* Demonstration by trainer
* Practice by the trainee
* Field trips
* Discussions
* Direct instruction

**Recommended Resources**

**Tools and equipment**

* Chopping boards
* Vacuum packers
* Trays
* Band saws
* Hooks
* Chillers
* Slicers

 **Materials and supplies**

Stationery

* Detergents
* Disinfectants
* Lubricants
* Portable water
* Sanitizers
* Tissues
* Disposable towels

**Personal protective equipment (PPEs)**

* White Gumboots
* Overalls
* White Dust coat
* White Caps
* Helmets
* Dust masks
* Steel chain gloves
* Disposable gloves
* Safety goggles
* First aid kit

**Facilities**

Offices, cold rooms, hand wash basins, toilet and bathrooms, condemnation pits, footwear washing facilities, dressing rooms, water reservoir

# ANIMAL MEAT PACKAGING

**UNIT CODE:** MT/CU/BA/CR/03/3/A

**Relationship to Occupational Standards pack**

This unit addresses the Unit of Competency: carry out packaging of animal meat

**Duration of Unit:** 30 hours

**Unit Description**

This unit specifies the competencies required to package animal meat. It involves weighing and packaging animal meat, labelling the animal meat packages and cleaning the equipment.

**Summary of Learning Outcomes**

1. Weigh and wrap animal meat
2. Label animal meat packages
3. Clean equipment

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Weigh and wrap animal meat
 | * Objectives of weighing and wrapping
* Materials used in wrapping meat
* Equipment used in weighing and wrapping meat
* Procedures of wrapping meat
* Hygiene practices in wrapping meat
* Legislation related to packaging and weighing
 | * + Observation
	+ Oral questioning
	+ Written tests
 |
| 1. Label animal meat packages
 | * Objectives of labelling
* Materials used in labelling meat
* Equipment used in labelling meat packages
* Hygiene in handling labelled meat products
* Socio-cultural issues related to labelling and food additives
 | * + Observation
	+ Oral questioning
	+ Written tests
 |
| 1. Clean equipment
 | * Hygiene in handling meat equipment
* Procedure of cleaning and sterilization of equipment
* Maintenance of the meat equipment
* Storage of equipment
 | * + Observation
	+ Oral questioning
	+ Written tests
 |

**Suggested Methods of Instruction**

* Demonstration by trainer
* Practice by the trainee
* Field trips
* Discussions
* Direct instruction

**Recommended Resources**

**Tools and equipment**

* Chopping boards
* Vacuum packers
* Trays
* Band saws
* Hooks
* Chillers
* Slicers

**Materials and supplies**

Meat wrapping materials

* Stationery
* Detergents
* Disinfectants
* Lubricants
* Portable water
* Sanitizers
* Tissues
* Disposable towels

**Personal protective equipment (PPEs)**

* White Gumboots
* White Overalls
* White Dust coat
* White Caps
* White Helmets
* Dust masks
* Steel chain gloves
* Disposable gloves
* Safety goggles
* First aid kit

**Facilities**

Offices, cold rooms, hand wash basins, toilet and bathrooms, condemnation pits, footwear washing facilities, dressing rooms, water reservoir

# BUTCHERY RECORDS AND DOCUMENTS MANAGEMENT

**UNIT CODE:** MT/CU/BA/CR/04/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: manage butchery records and documents

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to manage butchery records and documents. It involves entering butchery records and storing butchery records and documents.

**Summary of Learning Outcomes**

1. Enter butchery records
2. Store records and documents

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Enter butchery Records
 | * Importance of records
* the required records/accounting books
* Procedures of stock taking
* How to handle spoiled stock
 | * + Observation
	+ Oral questioning
	+ Written tests
 |
| 1. Store butchery records and documents
 | * Importance of record storage
* Safe keeping of records and documents
* Disposal of unwanted records
 | * + Observation
	+ Oral questioning
	+ Written tests
 |

**Suggested Methods of Instruction**

* Demonstration by trainer
* Practice by the trainee
* Field trips/tours
* Discussions
* Direct instruction

**Recommended Resources**

**Tools and equipment**

* File cabinets
* Staplers
* Paper punch
* Paper trimmers
* Computers
* Printers
* Projectors
* Scanners
* Screens

**Materials and supplies**

* Assorted stationary
* Papers
* Pens
* Files
* Office glue
* Pins
* Rulers
* Ink
* Toners
* Cartridges

**Personal protective equipment (PPEs)**

* Dust coat
* Disposable gloves
* Safety goggles
* First aid kit

**Facilities**

Offices, registry offices, stores, board rooms, furniture