****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

 **BUTCHERY OPERATIONS**

**LEVEL 4**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# 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 print meat will acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

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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/ BO/ BC/ 01/ 4/ A**

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

Butchery OperationsCertificate Level 4 qualification consists of units of learning that a person must achieve to transport animal meat, display animal meat in the butchery, carry out animal meat portioning and packaging. It also enables an individual to manage inventory records

The units of competency leading to Butchery OperationsCertificate Level 4 qualification include the following basic and core competencies:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **CREDIT FACTORS** |
| MT/CU/BO/BC/01/4/A | Communication skills | 20 | 2 |
| MT/CU/BO/BC/02/4/A | Numeracy skills | 25 | 3 |
| MT/CU/BO/BC/03/4/A | Digital literacy | 35 | 4 |
| MT/CU/BO/BC/04/4/A | Entrepreneurial skills | 60 | 6 |
| MT/CU/BO/BC/05/4/A | Employability skills | 30 | 3 |
| MT/CU/BO/BC/06/4/A | Environmental literacy | 20 | 2 |
| MT/CU/BO/BC/07/4/A | Occupational safety and health practices | 20 | 2 |
| **Total** | **210** | **22** |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **CREDIT FACTORS**  |
| MT/CU/BO/CR/01/4/A | Animal meat Transportation  | 88 | 8.8 |
| MT/CU/BO/CR/02/4/A | Animal meat display | 88 | 8.8 |
| MT/CU/BO/CR/03/4/A | Animal meat portioning | 132 | 13.2 |
| MT/CU/BO/CR/04/4/A | Animal meat packaging | 88 | 8.8 |
| MT/CU/BO/CR/05/4/A | Butchery records and documents management | 44 | 4.4 |
|  | Industrial attachment  | 300 | 30 |
| **Total** | **740** | **74** |
| **GRAND TOTAL**  | **950** | **96** |

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

The total duration of the course is **950** hours including industrial attachment.

 **Entry Requirements**

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

1. Attained KCSE with at least a mean grade of E

**Or**

1. Butchery operations Certificate Level 3

**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 operations Certificate Level 4 qualification. These certificates will be issued by TVET CDACC in conjunction with training provider.

#

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** MT/CU/BO/BC/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 20 Hours

**Unit Description**

This unit covers the competencies required demonstrate communication skills. It involves obtaining and conveying workplace information, completing relevant work-related documents, communicating information about workplace processes, leading workplace discussion and communicating workplace issues.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussions
5. Identify and communicate issues arising in the workplace

**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
 | * Interview
* Third party reports
 |
| 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
 | * Interview
* Third party reports
 |
| 1. Communicate information about workplace processes
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Organizational policies
* Organization requirements for written and electronic communication methods
* Report writing
* Effective questioning techniques (clarifying and probing)
* Workplace etiquette
* Ethical work practices in handling communication
 | * Interview
* Portfolio
 |
| 1. Lead workplace discussion
 | * Methods of discussion e.g.
	+ Coordination meetings
	+ Toolbox discussion
	+ Peer-to-peer discussion
* Solicitation of response
 | * Interview
* Third party reports
 |
| 1. Identify and communicate issues arising in the workplace
 | * Identification of problems and issues
* Organizing information on problems and issues
* Relating problems and issues
* Communication barriers affecting workplace discussions
 | * Interview
* Portfolio
 |

**Suggested Methods of Instructions**

* Direct instruction
* Demonstration
* Practice assignment
* Discussion
* Role play
* Brainstorming

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone
* Report writing templates

# NUMERACY SKILLS

**UNIT CODE:** MT/CU/BO/BC/02/4/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves identifying and using whole numbers and simple fractions, decimals and percentages for work, identifying, measuring and estimating familiar quantities for work, reading and using familiar maps, plans and diagrams for work, identifying and describing common 2D and some 3D shapes for work, constructing simple tables and graphs for work using familiar data and identifying and interpreting information in familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work
 | * Whole numbers
* Simple fractions
* Decimals
* Percentages
* Sizes
* Problem solving methods
* Calculations using the 4 operations
* Recording and communicating numerical information
 | * Written
* Practice assignments

  |
| 2. Identify, measure and estimate familiar quantities for work | * Measurement information
* Units of measurement
* Estimate familiar and simple amounts
* Selection of appropriate measuring equipment
* Calculate using familiar units of measurement
* Check measurements and results against estimates
* Using informal and some formal mathematical and general language
* Record or report results
 | * Written
* Practice assignments
 |
| 3. Read and use familiar maps, plans and diagrams for work | * Maps, plans and diagrams
* Locate items and places in familiar maps, plans and diagrams
* Recognize common symbols and keys in familiar maps, plans and diagrams
* Direction and location of objects, or route or places
* Use of informal and some formal oral mathematical language and symbols
 | * Practical test
* Written
 |
| 4. Identify and describe common 2D and some 3D shapes for work | * Common 2D shapes and 3D shapes
* Classification of common 2D shapes and designs
* Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes
* Construction of common 2D shapes
* Match common 3D shapes to their 2D sketches or nets
 | * Written
* Practical test
 |
| 5. Construct simple tables and graphs for work using familiar data | * Types of graphs
* Determination of data to be collected
* Selection of data collection method
* Collection of data
* Determination of variables from the data collected
* Order and collate data
* Construct a table and enter data
* Construct a graph using data from table
* Check results
* Report or discuss graph information related to work using informal and some formal mathematical and general language
 | * Written
* Practical test
 |
| 6. Identify and interpret information in familiar tables, graphs and charts for work | * Tables construction and labeling
* i.e. title, headings, rows and columns
* Interpreting information and data in simple tables
* Relaying information of relevant workplace tasks on/in a table
* Identify familiar graphs and charts in familiar texts and contexts
* Locate title, labels, axes, scale and key from familiar graphs and charts
* Identify and interpret information and data in familiar graphs and charts
* Relate information to relevant workplace tasks
 | * Written
* Practical test
 |

**Suggested Methods of Instructions**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Projectors
* Writing boards
* Mathematical tables

# DIGITAL LITERACY

**UNIT CODE:** MT/CU/BO/BC/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 35 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 task sand applying internet and email in communication at workplace.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
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
 | * Meaning of a computer
* Functions of a computer
* Components of a computer
* Classification of computers
 | * Written tests
* Oral
* Observation
 |
| 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
* Observation
* Projects
 |
| 1. Apply computer software in solving tasks
 | * Operating system
* Word processing
* Spread sheets
* Data base
 | * Oral questioning
* Observation
* Project
 |
| 1. Apply internet and email in communication at workplace
 | * Computer networks
* Uses of internet
* Electronic mail (e-mail) concept
 | * Oral questioning
* Observation
* Oral presentation
* Written report
 |

**Suggested Methods of Instructions**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical assignment
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

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

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** MT/CU/BO/BC/04/4/A

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 60 hours

**Unit description**

This unit covers the competencies required for creating and maintaining small scale business, establishing small business customer base, managing and growing a micro/small-scale business.

**Summary of Learning Outcomes**

1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/expand small scale business

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Create and maintain small scale business
 | * Starting a small business
* Legal regulatory requirements in starting a small business
* SWOT/ PESTEL analysis
* Conducting market/industry survey
* Generation and evaluation of business ideas
* Matching competencies with business opportunities
* Forms of business ownership
* Location of a small business
* Legal and regulatory requirement
* Resources required to start a small business
* Common terminologies in entrepreneurship
* Entrepreneurship in national development
* Self-employment
* Formal and informal employment
* Entrepreneurial culture
* Myths associated with entrepreneurship
* Types, characteristics, qualities & role of entrepreneurs
* History, development and importance of entrepreneurship
* Theories of entrepreneurship
* Quality assurance for small businesses
* Policies and procedures on occupational safety and health and environmental concerns
 | * Individual/group assignments
* projects
* Written
* Oral
 |
| 1. Establish small scale business customer base
 | * Good staff/workers and customer relations
* Marketing strategy
* Identifying and maintain new customers and markets
* Product/ service promotions
* Products / services diversification
* SWOT / PESTEL analysis
* Conducting a business survey
* Generating Business ideas
* Business opportunities
 | * Individual/group assignments
* projects
* Written
* Oral
 |
| 1. Manage small scale business
 | * Organization of a small business
* Small business’ business plan
* Marketing for small businesses
* Managing finances for small business
* Production/ operation process for goods/services
* Small business records management
* Book keeping and auditing for small businesses
* Business support services
* Small business resources mobilization and utilization
* Basic business social responsibility
* Management of small business
* Word processing concepts in small business management
* Computer application software
* Monitoring and controlling business operations
 | * Oral
* Individual/group assignments
* projects
* Written
 |
| 1. Grow/expand small scale business
 | * Methods of growing small business
* Resources for growing small business
* Small business growth plan
* Computer software in business development
* ICT and business growth
 | * Individual/group assignments
* projects
* Written
 |

**Suggested Methods of Instructions**

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

**Recommended Resources**

* Case studies for small businesses
* Business plan templates
* Lap top/ desk top computer
* Internet
* Telephone
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** MT/CU/BO/BC/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 30 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
* Expressing personal thoughts, feelings and beliefs
* Developing and maintaining high self-esteem
* Developing and maintaining positive self-image
* Articulating ideas and aspirations
* Accountability and responsibility
* Good work habits
* Self-awareness
* Self-development
* 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
* Leisure
* Integratingpersonal objectives into organizational objectives
* Resources utilization
* Setting work priorities
* 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
* Managing own learning
* Contributing to the learning community at the workplace
* Cultural aspects of work
* Variety of learning context
* Application of learning
* Safe use of technology
* Identifying opportunities
* Workplace innovation
* Performance improvement
* 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
* Principles of ethics
* Values and beliefs
* Ethical standards
* Organization code of ethics
* Common ethical dilemmas
* Organization culture
* Corruption, bribery and conflict of interest
* Privacy and data protection
* Diversity, harassment and mutual respect
* Financial responsibility/accountability
* Etiquette
* Personal and professional integrity
* Commitment to jurisdictional laws
* 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/BO/BC/06/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 20hours

**Unit Description**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, demonstrating sustainable resource use and evaluating current practices in relation to resource usage.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental pollution
3. Demonstrate sustainable use of resources
4. Evaluate current practices in relation to resource usage

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard
 | * Purposes and content of Environmental Management and Coordination Act 1999
* Purposes and content of Solid Waste Act
* Storage methods for environmentally hazardous materials
* Disposal methods of hazardous wastes
* Types and uses of PPE in line with environmental regulations
* Occupational Safety and Health Standards (OSHS)
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Control environmental Pollution
 | * Types of pollution
* Environmental pollution control measures
* Types of solid wastes
* Procedures for solid waste management
* Different types of noise pollution
* Methods for minimizing noise pollution
 | * Written tests
* Oral questions
* Observation of work procedures
* Role play
 |
| 1. Demonstrate sustainable resource use
 | * Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Methods for minimizing wastage
* Waste management procedures
* Principles of 3Rs (Reduce, Reuse, Recycle)
* Methods for economizing or reducing resource consumption
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Evaluate current practices in relation to resource usage
 | * Collection of information on environmental and resource efficiency systems and procedures,
* Measurement and recording of current resource usage
* Analysis and recording of current purchasing strategies.
* Analysis of current work processes to access information and data
* Identification of areas for improvement
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Identify Environmental legislations/conventions for environmental concerns
 | * Environmental issues/concerns
* Environmental legislations /conventions and local ordinances
* Industrial standard /environmental practices
* International Environmental Protocols (Montreal, Kyoto)
* Features of an environmental strategy
 | * Written tests
* Oral questions
* Observation of work procedures
 |

**Suggested Methods of Instructions**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** MT/CU/BO/BC/07/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves adhering to workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

**Summary of Learning Outcomes**

1. Adhere to workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment****Methods** |
| 1. Adhere to workplace procedures for hazards and risk prevention
 | * Arrangement of work area and items in accordance with Company housekeeping procedures
* Adherence to work standards and procedures
* Application of preventive and control measures, including use of safety gears/PPE
* Study and apply standards and procedures for incidents and emergencies.
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Participate in arrangements for workplace safety and health maintenance
 | * Participating in orientations on OSH requirements/regulations of tasks
* Providing feedback on health, safety, and security concerns to appropriate personnel as required in a sufficiently detailed manner
* Practice workplace procedures for reporting hazards, incidents, injuries and sickness
* OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel
* Identification of needed OSH-related trainings are proposed to appropriate personnel
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instructions**

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

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety bootsn
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# CORE UNITS OF LEARNING

# ANIMAL MEAT TRANSPORTATION

**UNIT CODE:** MT/CU/BO/CR/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Transport animal meat

**Duration of Unit:** 88 hours

**Unit Description**

This unit specifies the competencies required to transport animal meat. It involves preparing and cleaning animal meat container/carrier, obtaining animal meat transport documents, loading the meat into the meat container/carrier, and off-loading the meat from the container/carrier.

**Summary of Learning Outcomes**

1. Prepare and clean the meat container
2. Obtain meat transport documents
3. Load meat into the container
4. Off-load meat from the container

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare and clean the meat container/carrier
 | * Objectives of cleaning the meat container /carrier
* Procedures of cleaning and washing the meat containers and carriers
* Types of detergents used in cleaning meat containers and carriers
* Care of the meat container and carrier
* Legislation related to the meat container/carrier
 | * + Observation
	+ Oral questioning
	+ Written tests
 |
| 1. Obtain meat transport documents
 | * Importance of meat transport documents
* Types of meat transport documents
* Procedures of obtaining meat transport documents
 | * + Observation
	+ Oral questioning
	+ Written tests
 |
| 1. Load meat into the container/carrier
 | * Hygienic practices in meat loading
* Tools and equipment used in loading meat
* PPE’s used in loading meat
* Ways of packing meat in the container
* Maintenance of tools and equipment used in loading meat
 | * + Observation
	+ Oral questioning
	+ Written tests
 |
| 1. Off –load meat from the container/carrier
 | * Maintenance of the meat containers and carriers
* Hygienic practices in meat off-loading
* PPEs used in off-loading meat
* Tools and equipment used in off-loading 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 containers
* Meat carriers
* Hooks
* Meat saws
* Forklifts
* Meat trolleys
* Knives
* Cleavers

**Materials and supplies**

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

**Personal protective equipment (PPEs)**

* Gumboots
* Overalls
* Dust coat
* Caps
* Helmets
* Dust masks
* Steel chain gloves
* Disposable gloves
* Safety goggles

**Facilities**

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

# ANIMAL MEAT DISPLAY

**UNIT CODE:** MT/CU/BO/CR/02/4/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 88 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
 | * + 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/BO/CR/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: portion animal meat

**Duration of Unit:** 132 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 clean. 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/BO/CR/04/4/A

**Relationship to Occupational Standards pack**

This unit addresses the Unit of Competency: package animal meat

**Duration of Unit:** 88 hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Weigh and package 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 package animal meat
 | * Objectives of weighing and packaging
* Materials used in packaging meat
* Equipment used in weighing and packaging meat
* Procedures of packing meat
* Hygiene practices in packaging 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/BO/CR/05/4/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 44hours

**Unit Description**

This unit specifies the competencies required to manage butchery records and documents. It involves gathering the required documents, recording animal meat stock and storing butchery records and documents.

**Summary of Learning Outcomes**

1. Gather and store the required documents
2. Record meat stocks
3. Store butchery records and documents

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Gather the required documents
 | * Definition of terminologies
* Types of records and documents
* Handling of documents
* Legislation requirement in butchery business
 | * Observation
* Oral questioning
* Written tests
 |
| 1. Record meat stocks
 | * Objectives of stock taking
* Procedures of stock taking
* Record books required in butchery business
 | * Observation
* Oral questioning
* Written tests
 |
| 1. Store butchery records and documents
 | * Objectives of record keeping
* Different storage methods
* 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