****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**SLAUGHTER HOUSE OPERATIONS**

**LEVEL 3**



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 to 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**

**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/SH/ BC/ 01/ 3/A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

Slaughter House AttendantCertificate Level 3 qualification consists of units of learning that a person must achieve to stun and dress meat animals; dispatch certified edible abattoir products, maintain abattoir hygiene and preserve hides and skins.

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

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **CREDIT FACTORS**  |
| MT/CU/SH/BC/01/3/A | Communication skills |  15 | 1.5 |
| MT/CU/SH/BC/02/3/A | Numeracy skills | 15 | 1.5 |
| MT/CU/SH/BC/03/3/A | Digital literacy | 20 | 2 |
| MT/CU/SH/BC/04/3/A | Entrepreneurial skills | 40 | 4 |
| MT/CU/SH/BC/05/3/A | Employability skills | 20 | 2 |
| MT/CU/SH/BC/06/3/A | Environmental literacy | 15 | 1.5 |
| MT/CU/SH/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/SH/CR/01/3/A | Meat animals stunning | 20 | 2 |
| MT/CU/SH/CR/02/3/A | Meat animals dressing | 60 | 6 |
| MT/CU/SH/CR/03/A | Certified edible abattoir products dispatch | 20 | 2 |
| MT/CU/SH/CR/04/3/A | Abattoir hygiene maintenance | 30 | 3 |
| MT/CU/SH/CR/05/3/A | Hides and skins preservation | 20 | 2 |
|  | Industrial attachment | 300 | 30 |
| **Total** | **450** | **45** |
| **GRAND TOTAL**  | **590** | **59** |

The total duration of the course is **590** hours: including industrial attachment

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

**Entry Requirements**

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

1. Completion of KNQA level 1 or 2

**Or**

 b) Equivalent qualifications as determined by Kenya National Qualifications Framework (KNQF)

**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 Slaughter House OperationsCertificate 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/SH/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/SH/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/SH/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/SH/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/SH/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/SH/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/SH/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

# MEAT ANIMAL STUNNING

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

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Stun meat animal

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to stun meat animal. It involves preparing stunning equipment, positioning the meat animals and stunning the meat animal.

**Summary of Learning Outcomes**

* 1. Prepare the stunning equipment
	2. Position the meat animals
	3. Stun the meat animal

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare the stunning equipment
 | * Definition of terminologies
* Types of stunning equipment
* Setting the stunning equipment
* Safety precautions in handling stunning equipment
 | * Written tests
* Observation
* Oral questioning
 |
| 1. Position the meat

animal | * Animal behaviour
* Animal restraint techniques
* Objectives of positioning meat animal
* Positioning of various meat animal species
* Occupational safety and precautions

in positioning meat animal | * Written tests
* Observation
* Oral questioning
 |
| 1. Stun the meat animal
 | * Definition of terminologies
* Objectives of stunning meat animals
* Effects of improper stunning
* Methods of stunning
* Occupational safety and precautions in stunning
* Legislation relating to stunning
 | * Written tests
* Observation
* Oral questioning
 |

**Suggested Methods of Instruction**

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

**Recommended Resources**

**Tools and equipment**

* Stunning box
* Ropes
* Slaughter funnel
* Slaughter bench
* Stunner
* Catridges
* Electric stunners
* Tongs

**Materials and supplies**

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

**Personal protective equipment (PPEs)**

* White gumboots
* White plastic aprons
* White dust coat
* White caps
* White helmets
* Dust masks
* Disposable gloves
* Safety goggles

**Facilities**

Offices, hand wash basins, soak pits, lagoons, toilet and bathrooms, condemnation pits, incinerators, foot bath, footwear washing facilities, dressing rooms, water reservoir, canteen etc

# MEAT ANIMAL DRESSING

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

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Dress the meat animal

**Duration of Unit:** 60 hours

**Unit Description**

This unit specifies the competencies required to dress the meat animal. It involves bleeding the meat animal, flaying / de-feathering/ de-hairing the meat animal and eviscerating the meat animal. It also entails cleaning the meat animal carcass and offals.

**Summary of Learning Outcomes**

1. Bleed the meat animal
2. Flay / de-feather/ de-hair the meat animal
3. Eviscerate the meat animal
4. Clean the meat animal carcass and offals

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Bleed the meat animal
 | * Objectives of bleeding
* Tools used in bleeding
* Bleeding procedures for various meat animal species
* Effects of bleeding on meat carcass
* Legislation relating to bleeding
 | * Written tests
* Observation
* Oral questioning
 |
| 1. Flay / de-feather/ de-hair the meat animal
 | * Objectives of flaying/ de-feathering/ de-hairing
* Tools used in flaying/ de-feathering/ de-hairing
* Methods of flaying/ de-feathering/ de-hairing
* Defects associated with flaying / de-feathering/ de-hairing
* Legislation relating to flaying / de-feathering/ de-hairing
 | * Written tests
* Observation
* Oral questioning
 |
| 1. Eviscerate the meat Animal
 | * Objectives of evisceration
* Evisceration methods
* Tools used in evisceration
* Contamination in evisceration
* Effects of delayed evisceration
 | * Written tests
* Observation
* Oral questioning
 |
| 1. Clean the meat animal carcass and offals
 | * Objectives of cleaning
* Splitting of carcass based on species Hygienic protocols in cleaning
* Handling of stomachs and intestines based on species
 | * Written tests
* Observation
* Oral questioning
 |

**Suggested Methods of Instruction**

* Demonstration
* Practice by the trainee
* Field trips
* Discussions
* Direct instruction
* Visual aids

**Recommended Resources**

**Tools and equipment**

* Flaying knives
* Meat cleavers
* Rollers and hooks
* Spreaders
* Platforms
* Scabards
* Sharpening steel
* Sharpening stone
* Cradles
* Hoist
* Gambrel
* Hide pullers
* Wheelbarrows
* Chutes
* Buckets

**Materials and supplies**

* Stationary
* Lubricants
* Portable water
* Sanitizers
* Tissues
* Disposable towels

**Personal protective equipment (PPEs)**

* White gumboots
* White plastic aprons
* White dust coat
* White caps
* White helmets
* Dust masks
* Disposable gloves
* Safety goggles
* First aid kit

**Facilities**

Offices, hand wash basins, soak pits, lagoons, toilet and bathrooms, condemnation pits, incinerators, foot bath, footwear washing facilities, dressing rooms, water reservoir, canteen etc.

# EDIBLE ABATTOIR PRODUCTS DISPATCH

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

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Dispatch certified edible abattoir products

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to dispatch certified edible abattoir products. It involves portioning meat animal carcass, weighing the certified edible abattoir products and loading the certified edible abattoir products.

**Summary of Learning Outcomes**

1. Portioning meat animal carcass
2. Weighing the certified edible abattoir products
3. Loading the certified edible abattoir products

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Portioning meat animal carcass
 | * Definition of terminologies
* Objectives of portioning
* Methods of portioning based on species
* Tools used in portioning
 | * Written tests
* Observation
* Oral questioning
 |
| 1. Weighing the certified edible abattoir products
 | * Objectives of weighing
* Hygiene practices
* Types of weighing tools and equipment
* Operation of weighing equipment
* Maintenance of weighing equipment
 | * Written tests
* Observation
* Oral questioning
 |
| 1. Loading the certified edible abattoir products
 | * Tools and equipment used in loading
* Loading of different meat products based on species
* Hygienic procedures in loading
* Legislation in meat transportation
 | * Written tests
* Observation
* Oral questioning
 |

**Suggested Methods of Instruction**

* Demonstration
* Practice by the trainee
* Field trips
* Discussions
* Direct instruction
* Visual aids

**Recommended Resources**

**Tools and equipment**

* Weighing scales
* Rollers and hooks
* Platforms
* Scabards
* Sharpening steel
* Sharpening stone
* Wheelbarrows
* Cleavers
* Knives
* Splitting saw
* Trolleys

**Materials and supplies**

* Stationary
* Lubricants
* Portable water
* Sanitizers
* Tissues
* Disposable towels

**Personal protective equipment (PPEs)**

* White gumboots
* White plastic aprons
* White dust coat
* White caps
* White helmets
* Dust masks
* Steel chain gloves
* Disposable gloves
* Safety goggles
* First aid kit

**Facilities**

Offices, hand wash basins, soak pits, lagoons, toilet and bathrooms, condemnation pits, incinerators, foot bath, footwear washing facilities, dressing rooms, water reservoir, canteen etc

# ABATTOIR HYGIENE MAINTENANCE

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

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Maintain abattoir hygiene.

**Duration of Unit:** 30 hours

**Unit Description**

This unit specifies the competencies required to manage abattoir hygiene. It involves maintaining personnel, facility and equipment hygiene. It also includes maintaining environmental hygiene.

**Summary of Learning Outcomes**

1. Maintain personnel hygiene
2. Maintain facility hygiene
3. Maintain equipment hygiene
4. Maintain environmental hygiene

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Maintain personnel hygiene
 | * Definition of terminologies
* Objectives of personnel hygiene
* Personal hygiene practices
* Legal requirements in personnel hygiene
 | * Observation
* Oral questioning
* Written tests
 |
| 1. Maintain facility hygiene
 | * Objectives of facility hygiene
* Water quality
* Types of detergents and disinfectants
* Cleaning tools and equipment
* Cleaning and washing procedure
 | * Observation
* Oral questioning
* Written tests
 |
| 1. Maintain equipment hygiene
 | * Objectives of equipment hygiene management
* Equipment cleaning and washing procedures
* Equipment disinfection and sterilization
 | * Observation
* Oral questioning
* Written tests
 |
| 1. Maintain environmental hygiene
 | * Objectives of environmental management
* Legislation relating to environmental management
* Solid and liquid wastes management
* Drainage system management
* Effects of climate change on environmental hygiene
* Vermin and pest control
 | * Observation
* Oral questioning
* Written tests
 |

**Suggested Methods of Instruction**

* Demonstration by trainer
* Practice by the trainee
* Field trips
* Discussions
* Viewing of related videos
* Direct instruction

**Recommended Resources**

**Tools and equipment**

* Wheel barrows
* Sharpening
* Hot water knife sterilizer
* Brooms
* Squeezers
* Hand brushes
* Buckets
* Filters
* Grease traps
* Horse pipe
* Sterilizers

**Materials and supplies**

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

**Personal protective equipment (PPEs)**

* Gumboots
* White dust coat
* White caps
* White helmets
* Dust masks
* Disposable gloves
* Safety goggles

**Facilities**

Offices, hand wash basins, soak pits, blood tanks, lagoons, toilet and bathrooms, condemnation pits, incinerators, foot bath, footwear washing facilities, dressing rooms, water reservoir, canteen, manure shed, hides and skins store, trippery.

# HIDES AND SKINS PRESERVATION

**UNIT CODE:** MT/CU/SH/ CR/ 05/ 3

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Preserve hides and skins

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to preserve hides and skins. It involves collecting meat animal hides and skins, transferring meat animal hides and skins to the store and preserving meat animal hides and skins. It also includes dispatching meat animal hides and skin and record keeping and documentation.

**Summary of Learning Outcomes**

1. Collect meat animal hides and skins
2. Transfer meat animal hides and skins to the store
3. Preserve meat animal hides and skins
4. Dispatch meat animal hides and skin
5. Record keeping and documentation

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Collect meat animal hides

and skins | * Definition of terminologies
* Tools and equipment used
* Operation and maintenance of tools and equipment
* Handling of raw hides and skins
* Sorting of hides and skins
* Weighing the hides and skins
 | * Written tests
* Observation
* Oral questioning
 |
| 1. Transfer meat animal hides and skins to the store
 | * Loading of hides and skins
* Tools and equipment used Operation and maintenance of tools and equipment
* Care of hides and skins during loading
* Off-loading and storage of hides and skin
* Control of pests and rodents
 | * Written tests
* Observation
* Oral questioning
 |
| 1. Preserve meat animal hides and skins
 | * Definition of terminologies
* Tools and equipment used
* Operation and maintenance of tools and equipment
* Objectives of hides and skins preservation
* Different structures used in preservation of hides and skin based on the animal species
* Methods of preserving hides and skins
* Types of hides and skins preservatives
 | * Written tests
* Observation
* Oral questioning
 |
| 1. Dispatch meat animal hides and skin
 | * Weighing of preserved hides and skins
* Tools and equipment used
* Operation and maintenance of tools and equipment
* Loading of hides and skin for transportation to tanneries
* Cleaning the hides and skins store
* Disposal of liquid and salt remnants
 | * Written tests
* Observation
* Oral questioning
 |
| 1. Record keeping and documentation
 | * Objectives of record keeping
* Types of records and documents
* Methods of record keeping
* Document management
 | * Observation
* Oral questioning
* Written tests
 |

**Suggested Methods of Instruction**

* Demonstration
* Practice by the trainee
* Field trips
* Discussions
* Direct instruction
* Visual aids

**Recommended Resources**

**Tools and equipment**

* Flaying knives
* Trimming knives
* Wheelbarrows
* Fork lifts

**Materials and supplies**

* Stationary
* Detergents
* Disinfectants
* Lubricants
* Portable water
* Sanitizers, tissues
* Disposable towels

**Personal protective equipment (PPEs)**

* White gumboots
* White plastic aprons
* White dust coat
* White caps
* White helmets
* Dust masks
* Disposable gloves
* Safety goggles
* First aid kit

**Facilities**

Offices, hand wash basins, soak pits, lagoons, toilet and bathrooms, condemnation pits, incinerators, foot bath, footwear washing facilities, dressing rooms, water reservoir, canteen etc.