

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**PIG PRODUCTION OPERATOR**

**LEVEL** **4**

****

**TVET CDACC**

**P.O. BOX 15745-00100**

**NAIROBI**

First published 2019

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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 in the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. The policy document requires that training in TVET shall be competency based, curriculum development shall be industry led, certification shall be based on demonstration of competence and mode of delivery shall allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for the purpose of developing a competency-based curriculum for Pig production level 4. These Occupational Standards will also be the basis for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for the Agricultural 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 and the Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for 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.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Barak Agricultural College and Agricultural Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for pig producer. These occupational standards will be the bases for development of competency-based curriculum for pig production level 4. These Standards will also be the basis for assessment of an individual for competence certification.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to Council Secretariat, Council Technical Committee, Pig SSAC and expert workers and all those who participated in the development of these occupational standards.

**CHAIRPERSON,**

**TVET CDACC**

# ACKNOWLEDGMENTS

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am sincerely thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to the Agricultural Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I also thank all the individuals and organizations who participated in the validation of these Standards.

My gratitude also goes to Baraka Agricultural College, Molo who took the lead role and cooperated with TVET CDACC.

Appreciations also goes to Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) for their support in financing the development of these Standards.

I acknowledge any other institution which in one way or another contributed to the success of development of these Standards but has not been mentioned.

**CHAIRMAN**

**AGRICULTURAL SECTOR SKILLS ADVISORY COMMITTEE**

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# ACRONYMS AND ABBREVIATIONS

BC Basic Competency

CDACC Curriculum Development, Assessment and Certification Council

CPU Central Processing Unit

CR Core Competency

ICT Information Communication Technology

KCSE Kenya Certificate of secondary Education

KNQA Kenya National Qualifications Authority

NEMA National Environmental Management Authority

OS Occupational Standards

OSHA Occupation Safety and Health Act

OSHS Occupation Safety and Health Standards

PPE Personal Protective Equipment

SOPs Standard Operating Procedures

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

 AGR/OS/PP/BC/CC/CR/01/4/A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version Control

# OVERVIEW

Pig producer level 4 qualification consists of competencies that an individual must achieve to provide pig production and processing activities in a commercial pig farm. It entails overseeing the construction of a pig unit, producing pig stock, producing pig feeds, marketing pigs and pig products and producing pig products and by-products.

The Units of Competency comprising Pig Producer Level 4 Qualification includes the following:

**BASIC COMPETENCIES**

|  |  |
| --- | --- |
| UNIT CODE | UNIT TITLE |
| AGR/OS/PP/BC/01/4/A | Demonstrate communication skills |
| AGR/OS/PP/BC/02/4/A | Demonstrate numeracy skills |
| AGR/OS/PP/BC/03/4/A | Demonstrate digital literacy  |
| AGR/OS/PP/BC/04/4/A | Demonstrate entrepreneurial skills |
| AGR/OS/PP/BC/05/4/A | Demonstrate employability skills |
| AGR/OS/PP/BC/06/4/A | Demonstrate environmental literacy |
| AGR/OS/PP/BC/07/4/A | Demonstrate occupational health and safety practices. |
| AGR/OS/PP/BC/08/4/A | Demonstrate communication skills |

**CORE COMPETENCIES**

|  |  |
| --- | --- |
| UNIT CODE | UNIT TITLE |
| AGR/OS/PP/CR/01/4/A | Construct pig unit |
| AGR/OS/PP/CR/02/4/A | Produce pig stock |
| AGR/OS/PP/CR/03/4/A | Produce pig feeds |
| AGR/OS/PP/CR/04/4/A | Market pigs and pig products |
| AGR/OS/PP/CR/05/4/A | Produce pig products and by-products |

# BASIC UNITS OF COMPETENCY

# DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE:** AGR/OS/PP/BC/01/4/A

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Obtain and convey workplace information
 | 1. Specific and relevant information is accessed from ***appropriate sources*** based on standard procedures
2. Effective questioning, active listening and speaking skills are used to gather and convey information based on communication needs
3. Appropriate ***medium*** is used to transfer information and ideas in accordance with workplace guidelines
4. Appropriate non- verbal communication is used as per the communication needs
5. Appropriate lines of communicationwith supervisors and colleagues are identified and followed based on workplace requirements
6. Location and storage of information is undertaken according to workplace procedures
	1. Personal interaction is carried out clearly and concisely according to workplace requirements
 |
| 1. Complete relevant work-related documents
 | * 1. Range of forms relating to conditions of employment are completed according to workplace procedures
	2. Workplace data is recorded based on workplace requirements
	3. Errors in recording information are identified and acted upon in accordance with workplace policies
	4. Reporting requirements are completed according to organizational guidelines
 |
| 1. Communicate information about workplace processes
 | 1. Information sources are identified according to workplace procedures
2. ***Methods of communication*** are selected based on workplace guidelines
3. Multiple operations are communicated according to workplace structure
4. Work-related questions are asked and responded based on set protocols
5. Information is selected and organized according to workplace requirements
6. Verbal and written reporting is undertaken as per workplace requirements
7. Communication is maintained according to workplace standards
 |
| 1. Lead workplace discussions
 | 1. Response to workplace issues is sought and provided as per workplace protocol
2. Constructive contributions are made based on ***workplace discussions***
3. Workplace objectives and action plan are communicated according to workplace requirements
 |
| 1. Identify and communicate issues arising in the workplace
 | 1. Issues and problems are identified as per workplace guidelines
2. Problems and issues in the workplace are organized according to workplace operations
3. Dialogue is initiated with appropriate personnel as per workplace structure
4. Problems and issues raised are communicated as per the workplace reporting procedures
 |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Methods of communication mayinclude but not limited to:
 | * Non-verbal gestures
* Verbal
* Face to face
* Two-way radio
* Speaking to groups
* Using telephone
* Written
* Internet
 |
| 1. Workplace discussion may include but not limited to:
 | * Coordination meetings
* Toolbox discussion
* Peer-to-peer discussion
 |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Active listening
* Interpretation
* Negotiation
* Writing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Organization requirements for written and electronic communication methods
* Effective verbal communication methods
* Report writing
* Effective questioning techniques (clarifying and probing)
* Workplace etiquette

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency
 | Assessment requires evidence that the candidate: 1. Dealt with a range of communication/information at one time
2. Made constructive contributions in workplace issues
3. Sought workplace issues effectively
4. Responded to workplace issues promptly
5. Presented information clearly and effectively in written form
6. Used appropriate sources of information
7. Asked appropriate questions
8. Provided accurate information
 |
| 1. Resource Implications
 | 1. Access to relevant workplace where assessment can take place
2. Appropriately simulated environment where assessment can take place
3. Materials relevant to the proposed activity or tasks
 |
| 1. Methods of Assessment
 | 1. Third-party reports
2. Portfolio
3. Interview
4. Written tests
5. Observation
6. Oral questioning
 |
| 1. Context of Assessment
 | Competency may be assessed 1. On the job
2. Off the job
3. During industrial attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE NUMERACY SKILLS**

**UNIT CODE:** AGR/OS/PP/BC/02/4/A

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms*** ***are elaborated in the Range.*** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work
 | 1. Simple fractions, decimals and percentages identified and interpreted as per standard operating procedures.
2. Understanding of place value by organising numbers from smallest to largest demonstrated as SOPs
3. Required numerical information located and decision made on appropriate method to solve a problem as per SOPs
4. Limited range of calculations performed using the four operations using SOPs
5. Links between operations described as per SOPs
6. Estimations made to check reasonableness of results of problem-solving process as SOPs
7. Numerical information recorded, and the result of the task communicated using informal and some formal language and symbolism as per workplace procedures
 |
| 1. Identify, measure and estimate familiar quantities for work
 | 1. Measurement information in workplace tasks and texts identified and interpreted as per workplace procedures.
2. Familiar units of measurement needed for tasks is identified as per measurements manuals/charts
3. Familiar and simple amounts estimated as per workplace procedures.
4. Appropriate measuring equipment selected as per SOPs
5. ***Simple measuring equipment*** graduated in familiar units to measure relevant quantities is used as per graduation manuals.
6. Calculation done using familiar units of measurement as per SOPs
7. Measurements and results checked against estimates as per job specifications.
8. Results are recorded or reported as per workplace procedures
9. Results relevant to the workplace task are communicated using informal and some formal mathematical and general language as per workplace procedures.
 |
| 1. Read and use familiar maps, plans and diagrams for work
 | 1. Items and places are in familiar maps, plans and diagrams as per SOPs
2. Common symbols and keys recognised in familiar maps, plans and diagrams as per SOPs
3. Understanding of direction and location demonstrated by describing the location of objects, or route to familiar places as per SOPs
4. Instructions to locate familiar objects or places are given and followed as per SOPs
5. Informal and some formal oral mathematical language and symbols are used as per SOPs
 |
| 1. Identify and describe common 2D and some 3D shapes for work
 | 1. ***Common 2D shapes and some common 3D shapes*** in familiar situations are identified and named as per job requirements
2. Common 2D shapes and designs are compared and classified as per SOPs
3. Informal and some formal language used to describe common two-dimensional shapes and some common three-dimensional shapes in accordance with workplace procedures.
4. Simple items used to draw or construct common 2D shapes as per workplace procedures.
5. Common 3D shapes matched to their 2D sketches or nets as per SOPs
 |
| 1. Construct simple tables and graphs for work using familiar data
 | 1. Common types of graphs are identified and named as per SOPs
2. Familiar data to be collected is determined in accordance with job specifications.
3. A method to collect data is selected in accordance with workplace procedures.
4. A small amount of simple familiar data is collected as per workplace procedures
5. One or two variables determined from the data collected as per SOPs.
6. Data ordered and collated as per standard operating procedures.
7. A table is constructed and data entered as per SOPs
8. Graphs are constructed using data from table as per job specifications
9. Results are promptly checked as per workplace procedures
10. Graph information related to work is reported or discussed using informal and some formal mathematical and general language as per workplace procedures
 |
| 1. Identify and interpret information in familiar tables, graphs and charts for work
 | 1. Simple tables are identified in familiar texts and contexts in accordance with workplace procedures
2. Title, headings, rows and columns located in familiar tables as per SOPs
3. Information and data in simple tables identified and interpreted as per workplace procedures.
4. Information is related in accordance with workplace tasks
5. Familiar graphs and charts are identified in familiar texts and contexts as per SOPs
6. Title, labels, axes, scale and key from familiar graphs and charts are located as per SOPs
7. Information and data in familiar graphs and charts are identified and interpreted as per job requirements
8. Information is related to relevant workplace tasks as per job requirements.
 |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Simple measuring equipment may include but not limited to:
 | * Rulers
* Watches/clocks
* Scales
* Thermometers
* AVO meter
 |
| 1. Common 2D shapes and common 3D shapes may include but not limited to:
 | * Round
* Square
* Rectangular
* Triangle
* Sphere
* Cylinder
* Cube
* Polygons
* Cuboids
 |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Measuring
* Logical thinking
* Computing
* Drawing of graphs
* Applying mathematical formulas
* Analytical

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Types of common shapes
* Differentiation between two dimensional shapes / objects
* Formulae for calculating area and volume
* Types and purpose of measuring instruments
* Units of measurement and abbreviations
* Fundamental operations (addition, subtraction, division, multiplication)
* Rounding techniques
* Types of fractions
* Different types of tables and graphs
* Meaning of graphs, such as increasing, decreasing, and constant value
* Preparation of basic data, tables & graphs

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency
 | Assessment requires evidence that the candidate:* 1. Simple fractions, decimals and percentages are correctly identified and interpreted
	2. Performed a limited range of calculations using the 4 operations
	3. Performed calculations using familiar units of measurement
	4. Recognised common symbols and keys in familiar maps, plans and diagrams
	5. Constructed simple tables and graphs using familiar data
	6. Identified and interpret information in familiar tables, graphs and charts
 |
| 1. Resource Implications
 | 1. Access to relevant workplace where assessment can take place
2. Appropriately simulated environment where assessment can take place
3. Materials relevant to the proposed activity or tasks
 |
| 1. Methods of Assessment
 | Competency may be assessed through:1. Written Test
2. Interview
3. Oral Questioning
 |
| 1. Context of Assessment
 | Competency may be assessed 1. On the job
2. Off the job
3. During industrial attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE DIGITAL LITERACY**

**UNIT CODE:** AGR/OS/PP/BC/03/4/A

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Identify computer software and hardware
 | * 1. ***Appropriate computer software*** is identified according to manufacturer’s specification
	2. ***Appropriate computer hardware*** is identified according to manufacturer’s specification
 |
| 1. Apply security measures to data, hardware, software
 | * 1. ***Data security and privacy are classified*** in accordance with the technological situation
	2. ***Security and control measures*** are applied in accordance with laws governing protection of ICT
	3. Computer threats and crimes are detected as per information security management guidelines.
	4. Protection against computer crimes is undertaken in accordance with laws governing protection of ICT
 |
| 1. Apply computer software in solving tasks
 | * 1. Basic word processing concepts are applied in resolving workplace tasks
	2. Word processing utilities are applied in accordance with workplace procedures
	3. Data is manipulated on worksheet in accordance with office procedures
 |
| 1. Apply internet and email in communication at workplace
 | * 1. Electronic mail is applied in workplace communication in accordance with office procedures
	2. Office internet functions are defined and executed in accordance with office procedures
	3. Network configuration and uses are determined in accordance with office operations procedures
 |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Range** | **Variable** |
| 1. Appropriate computer software may include but not limited to:
 | * Operating system
* MS office
* Web browser
* Media players
 |
| 1. Appropriate computer hardware may include but not limited to:
 | * Computer Case
* Monitor
* Keyboard
* Mouse
* Hard Disk Drive
* Motherboard
* Video Card
 |
| 1. Data security and privacy may include but not limited to:
 | * Confidentiality
* Cloud computing
* Confidentiality
* Cyber terrorism
* Integrity -but-curious data serving
 |
| 1. Security and control measures may include but not limited to:
 | * Countermeasures and risk reduction
* Cyber threat issues
* Risk management
 |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical
* Interpretation
* Typing
* Communication
* Computing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Input and output devices
* Central processing Unit (CPU)
* Peripherals
* Storage Media
* Software concept
* Types of concept
* Function of computer software
* Data security and privacy
* Security threats and control measures
* Computer crimes
* Detection and protection of computer crimes
* Laws governing protection of ICT
* Word processing;
* Functions and concepts of word processing.
* Documents and tables creation and manipulations
* Mail merging
* Word processing utilities
* Spread sheet;
* Meaning, formulae, function and charts, uses, layout, data manipulation and application to cell
* Networking and Internet;
* Meaning, functions and uses of networking and internet.
* Electronic mail and world wide web
* Emerging trends and issues in ICT;
* Identify and apply emerging trends and issues in ICT
* Challenges posed by emerging trends and issues

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency
 | Assessment requires evidence that the candidate:* 1. Identified input, output, CPU and storage media devices of computers in accordance to computer specification
	2. Identified concepts, types and functions of computer software according to operation manual
	3. Identified and controlled security threats
	4. Detected and protected computer crimes
	5. Applied word processing in office tasks
	6. Prepared work sheet and applied data to the cells in accordance to workplace procedures
	7. Used Electronic Mail for office communication as per workplace procedure
	8. Applied internet and World Wide Web for office tasks in accordance with office procedures
	9. Applied laws governing protection of ICT
 |
| 1. Resource Implications
 | * 1. Access to relevant workplace where assessment can take place
	2. Appropriately simulated environment where assessment can take place
	3. Materials relevant to the proposed activity or tasks
 |
| 1. Methods of Assessment
 | Competency may be assessed through:* 1. Written tests
	2. Practical assignment
	3. Interview
	4. Oral Questioning
	5. Observation
 |
| 1. Context of Assessment
 | Competency may be assessed 1. On the job
2. Off the job
3. During industrial attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE ENTREPRENEURIAL SKILLS**

**UNIT CODE:** AGR/OS/PP/BC/04/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required demonstrate entrepreneurial skills. It involvescreating and maintaining small scale business, establishing small scale business customer base, managing small scale business and growing/ expanding small scale business.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**These describe the **key outcomes** which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms are elaborated in the Range*** |
| 1. Create and maintain small scale business
 | 1. Generation and evaluation of business ideas is undertaken in accordance with the existing procedure
2. Competencies are matched with business opportunities in accordance with business practices.
3. Procedure for starting a small business is identified as per the legal requirements
4. SWOT/ PESTEL analysis and or industrial survey is carried out according to office procedures
5. ***Business operations*** are monitored and controlled following established procedures.
6. Quality assurance measures are implemented in accordance with the business practices.
7. Good relations are maintained with staff/workers as per the workplace policies.
8. Policies and procedures on occupational safety and health and environmental concerns are constantly observed as per the workplace policies
 |
| 1. Establish small scale business customer base
 | 1. Good customer relations are maintained in accordance with office procedures
2. New customers and markets are identified, explored and reached out to according to the marketing plan
3. Promotions/Incentives are offered to loyal customers in accordance with office procedures
4. Additional products and services are evaluated and tried in accordance with marketing strategy
5. Customer record is maintained in accordance with office procedures
 |
| 1. Manage small scale business
 | 1. Enterprise is built up and sustained in line with judicious control of cash flows.
2. Profitability of enterprise is ensured as per the internal controls.
3. Unnecessary or lower-priority expenses and purchases are avoided as per the marketing strategy
4. Basic cost-benefit analysis are undertaken in accordance with office procedures
5. Basic financial management are undertaken in accordance with office procedures
6. Basic financial accounting in undertaken in accordance with office procedures
7. Business ***internal controls*** are implemented in accordance with office procedure
8. Setting business priorities and strategies is carried out according to office procedures
9. Preparation and interpretation of basic financial statements is undertaken in accordance with set procedures
10. Preparation of business plansfor small business is undertaken in accordance with ***business strategy***
11. Business Social Responsibility is maintained in accordance with Standard Operations Procedures (SOP)
 |
| 1. Grow/ expand small scale business
 | 1. Prepared business growth strategy for small sale business in accordance with office procedures
2. Incorporated technology in small scale business growth in accordance with technological trends
3. Emerging issues and trends are considered in accordance with business growth strategy
4. Built audience interest in product/service according to growth strategy
5. Boosted cooperate communication according to business ***communication strategy***
 |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range**  |
| 1. Business operations may include but not limited to:
 | * Purchasing
* Accounting/administrative
* Work production/operations/sales
* Marketing
 |
| 1. Internal control may include but not limited to:
 | * Accounting systems
* Financial statements/reports
* Cash management
* Human resource management
 |
| 1. Business Strategy may include but not limited to:
 | * Management of wastages
* Environmental Conservation
 |
| 1. Communication strategy may include but not limited to:
 | * Blue print of exchange of information
* Technology and exchange of information
 |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Marketing
* Advertising
* Basic bookkeeping
* Accounting
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Generation and evaluation of business ideas
* Legal requirements for starting a small business
* SWOT/ PESTEL analysis
* Occupational Safety and Health
* Public relations concepts
* Business plan
* Business financing
* Marketing strategies
* Business management and control
* Production/ operation process
* Product promotion strategies
* Market and feasibility studies
* Business ethics
* Building customer relations
* Business models and strategies
* Types and categories of businesses
* Business internal controls
* Relevant national and local legislation and regulations
* Basic quality control and assurance concepts
* Building relations with customer and employees
* Building competitive advantage of the enterprise
* Business growth strategies

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |  |
| --- | --- | --- |
| 1. Critical aspects of Competency
 | Assessment requires evidence that the candidate:

|  |
| --- |
| 1. Demonstrated entrepreneurial skills
2. Demonstrate competencies to create a small-scale business
3. Demonstrated ability to conceptualize and plan a micro/small business
4. Grew customer base for the small-scale business
5. Demonstrated ability to manage/operate a micro/small-scale business
6. Demonstrated competencies to grow a micro/small-scale business
 |

 |
| 1. Resource Implications
 |

|  |
| --- |
| The following resources should be provided:  |

1. Assessment location
2. Case studies on micro/small-scale enterprises
3. Assessment materials
 |
| 1. Methods of Assessment
 | Competency in this unit may be assessed through:

|  |  |
| --- | --- |
| 1. Written tests
2. Observation
3. Oral questioning
4. Portfolio
5. Projects
 |  |

 |
| 1. Context of Assessment
 | Competency may be assessed 1. On the job
2. Off the job
3. During industrial attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE EMPLOYABILITY SKILLS**

**UNIT CODE:** AGR/OS/PP/BC/05/4/A

**UNIT DESCRIPTON**

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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms are elaborated in the Range*** |
| 1. Conduct self-management
 | 1. Personal vision, mission and goals are formulated based on potential and in relation to organization objectives
2. Emotional intelligence is demonstrated as per workplace requirements.
3. Individual performance is evaluated and monitored according to the agreed targets.
4. Assertiveness is developed and maintained based on the requirements of the job.
5. Accountability and responsibility for own actions are demonstrated based on workplace instructions.
6. Self-esteem and a positive self-image are developed and maintained based on values.
7. Time management, attendance and punctuality are observed as per the organization policy.
8. Goals are managed as per the organization’s objective
9. Self-strengths and weaknesses are identified based on personal objectives
 |
| 1. Demonstrate critical safe work habits
 | 1. Stress is managed in accordance with workplace policy.
2. Punctuality and time consciousness is demonstrated in line with workplace policy.
3. Personal objectives are integrated with organization goals based on organization’s strategic plan.
4. ***Resources*** are utilized in accordance with workplace policy.
5. Work priorities are set in accordance to workplace goals and objectives.
6. Leisure time is recognized and utilized in line with personal objectives.
7. ***Drugs and substances of abuse*** are identified and avoided based on workplace policy.
8. HIV and AIDS prevention awareness is demonstrated in line with workplace policy.
9. Safety consciousness is demonstrated in the workplace based on organization safety policy.
10. ***Emerging issues*** are identified and dealt with in accordance with organization policy.
 |
| 1. Demonstrate workplace learning
 | * 1. Learning opportunities are sought and managed based on job requirement and organization policy.
	2. Improvement in performance is demonstrated based on courses attended.
	3. Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job
	4. Time and effort is invested in learning new skills based on job requirements
	5. Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.
	6. New systems are developed and maintained in accordance with the requirements of the job.
	7. Awareness of personal role in workplace ***innovation*** is demonstrated based on requirements of the job.
 |
| 1. Demonstrate workplace ethics
 | 1. Policies and guidelines are observed as per the workplace requirements
2. Self-worth and professionalism is exercised in line with personal goals and organizational policies
3. Code of conduct is observed as per the workplace requirements
4. Integrity is demonstrated as per legal requirement
 |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Range** | **Variable** |
| 1. Personal objectives may include but not limited to:
 | 1. Long term
2. Short term
3. Broad
4. Specific
 |
| 1. Feedback may include but not limited to:
 | 1. Verbal
2. Written
3. Informal
4. Formal
 |
| 1. Team may include but not limited to:
 | 1. Small work group
2. Staff in a section/department
3. Inter-agency group
 |
| 1. Drug and substance abuse may include but not limited to:
 | 1. Alcohol
2. Tobacco
3. Miraa
4. Over-the-counter drugs
5. Cocaine
6. Bhang
7. Glue
 |
| 1. Emerging issues may include but not limited to:
 | 1. Terrorism
2. Social media
3. National cohesion
4. Open offices
 |
| 1. Range of media for learning may include but not limited to:
 | 1. Mentoring
2. peer support and networking
3. IT and courses
 |
| 1. Innovation may include but not limited to:
 | 1. New ideas
2. Original ideas
3. Different ideas
4. Methods/procedures
5. Processes
6. New tools
 |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

1. Communication
2. Interpersonal
3. Critical thinking
4. Observation
5. Organizing
6. Record keeping
7. Problem solving
8. Decision Making
9. Resource utilization

**Required Knowledge**

The individual needs to demonstrate knowledge of:

1. Work values and ethics
2. Company policies
3. Company operations, procedures and standards
4. Occupational Health and safety procedures
5. Fundamental rights at work
6. Personal hygiene practices
7. Workplace communication
8. Concept of time
9. Time management
10. Decision making
11. Types of resources
12. Work planning
13. Record keeping
14. Workplace problems and how to deal with them
15. Assertiveness
16. Team work
17. HIV and AIDS
18. Drug and substance abuse
19. Safe work habits
20. Professional growth and development
21. Technology in the workplace
22. Emerging issues
	* Social media
	* Terrorism
	* National cohesion

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency
 | Assessment requires evidence that the candidate:* 1. Conducted self-management
	2. Demonstrated critical safe work habits
	3. Demonstrated workplace learning
	4. Demonstrated workplace ethics
 |
| 1. Resource Implications
 | The following resources should be provided:1. Access to relevant workplace where assessment can take place
2. Appropriately simulated environment where assessment can take place
 |
| 1. Methods of Assessment
 | Competency in this unit may be assessed through: 1. Oral questioning
2. Portfolio of evidence
3. Third Party Reports
4. Written tests
 |
| 1. Context of Assessment
 | Competency may be assessed: 1. On-the-job
2. Off-the –job
3. During Industrial attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE ENVIRONMENTAL LITERACY**

**UNIT CODE:** AGR/OS/PP/BC/06/4/A

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Control environmental hazard
 | * 1. Storage methods for environmentally hazardous materials are followed according to environmental regulations and OSHS.
	2. Disposal methods of hazardous wastes are followed according to environmental regulations and OSHS.
	3. ***PPE*** is used according to OSHS.
 |
| 1. Control environmental pollution
 | * 1. ***Environmental pollution*** ***control measures*** are compiled following standard protocol.
	2. Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999
	3. Methods for minimizing noise pollution complied following environmental regulations.
 |
| 1. Demonstrate sustainable use of resource s
 | * 1. Methods for minimizing wastage are complied with.
	2. ***Waste management procedures*** are employed following principles of 3Rs (Reduce, Reuse, Recycle)
	3. Methods for economizing or reducing resource consumption are practiced.
 |
| 1. Evaluate current practices in relation to resource usage
 | * 1. Information on resource efficiency ***systems and procedures*** are collected and provided as per work groups/sector
	2. ***Current resource usage*** is measured and recorded as per work group/sector
	3. Current purchasing strategies are analyzed and recorded according to industry procedures.
	4. Current work processes to access information and data is analyzed following enterprise protocol.
 |
| 1. Identify environmental legislations/conventions for environmental concerns
 | 1. Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact
2. Industrial standard/environmental practices are described according to the different environmental concerns
 |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. PPE may include but are not limited to:
 | * Masks
* Gloves
* Goggles
* Safety hat
* Overall
* Hearing protector
* Safety boots
 |
| 1. Environmental pollution control measures may include but are not limited to:
 | * Methods for minimizing or stopping spread and ingestion of airborne particles
* Methods for minimizing or stopping spread and inhaling gases and fumes
* Methods for minimizing or stopping spread and ingestion of liquid wastes
 |
| 1. Waste management procedures may include but are not limited to:
 | * Sorting
* Storing of items
* Recycling of items
* Disposal of items
* Handling
* Transport
 |
| 1. Current resources usage may include but are not limited to:
 | * Electric
* Water
* Fuel
* Telecommunications
* Supplies
* Materials
 |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Measuring
* Recording
* Analytical
* Monitoring
* Writing
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Storage methods of environmentally hazardous materials
* Disposal methods of hazardous wastes
* Usage of PPE Environmental regulations
* OSHS
* Types of pollution
* Environmental pollution control measures
* Different solid wastes
* Solid waste management
* Different noise pollution
* Methods of minimizing noise pollution
* Solid Waste Act
* Methods of minimizing wastage
* Waste management procedures
* Economizing of resource consumption
* Principle of 3Rs
* Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Types of workplace environmental hazards
* Environmental regulations
* Environmental regulations applying to the enterprise.
* Procedures for assessing compliance with environmental regulations.
* 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 current work processes to access information and data Analysis of data and information

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency
 | Assessment requires evidence that the candidate:1. Controlled environmental hazards
2. Controlled environmental pollution
3. Demonstrated sustainable resource use
4. Evaluated current practices in relation to resource usage
 |
| 1. Resource Implications
 | The following resources should be provided:* 1. Workplace with storage facilities
	2. Tools, materials and equipment relevant to the tasks (e.g. cleaning tools, cleaning materials, trash bags, etc.)
	3. PPEs
	4. Manuals and references
	5. Legislation, policies, procedures, protocols and local ordinances relating to environmental protection
	6. Case studies/scenarios relating to environmental Protection
 |
| 1. Methods of Assessment
 | Competency in this unit may be assessed through:1. Observation
2. Oral questioning
3. Written tests
4. Third party reports
5. Portfolio
 |
| 1. Context of Assessment
 | Competency may be assessed:1. On the job
2. Off the job
3. During industrial attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE OCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** AGR/OS/PP/BC/07/4/A

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Adhere to workplace procedures for hazards and risk prevention
 | 1. Arrangement of work area and items in accordance with workplace procedures requirements
2. Work standards and procedures are followed based on instructions
3. ***Prevention and control measures*** are applied based on instructions
 |
| 1. Participate in arrangements for workplace safety and health maintenance
 | 1. Orientations on ***OSH requirements and regulations*** is undertaken in line with policy.
2. Feedback on occupational health and safety are provided as per workplace instructions.
3. Workplace procedures for reporting hazards, incidents, injuries and sickness are adhered to as per workplace policy.
4. ***OSH-related training needs*** are identified and proposed as per workplace policy.
 |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Prevention and control measures may include but are not limited to:
 | * Eliminate the hazard
* Isolate the hazard
* Substitute the hazard with a safer alternative
* Use administrative controls to reduce the risk
* Use engineering controls to reduce the risk
* Use personal protective equipment
* Safety, Health and Work Environment Evaluation
* Periodic and/or special medical examinations of workers
 |
| 1. Safety gears /PPE (Personal Protective Equipment’s) may include but are not limited to:
 | * 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
 |
| 1. Incidents and emergencies may include but are not limited to:
 | * Chemical spills
* Equipment/vehicle accidents
* Explosion
* Fire
* Gas leak
* Injury to personnel
* Structural collapse
* Toxic and/or flammable vapors emission.
 |
| 1. OSH requirements / regulations may include but are not limited to:
 | * Building code
* Permit to Operate
 |
| 1. OSH-related trainings may include but are not limited to:
 | * Safety Orientations relevant to tasks
* Safe and Correct Operation of Tools and Equipment
* Health Orientations/trainings
* Prevention and Control of OSH Hazards in the workplace
* Chemical Handling
* Safety Trainings
* Prevention and Control of Work-related Injuries and Illness
* Basic First-aid Trainings
* Emergency Response Trainings
* Trainings on use of fire-extinguisher
 |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Knowledge management
* Collaborating
* Interpersonal
* Troubleshooting
* Critical thinking
* Observation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* General OSH principles and legislations
* Principles of good housekeeping (5S)
* Company/workplace policies/ guidelines
* Standards and safety requirements of work process and procedures
* Standard Workplace emergency plan and procedures
* Safety and health requirements of tasks
* Workplace guidelines on providing feedback on OSH and security concerns
* OSH regulations
* Hazard control procedures
* OSH trainings relevant to work

**EVIDENCE GUIDE**

|  |  |
| --- | --- |
| 1. This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range. Critical Aspects of Competency
 | Assessment requires evidence that the candidate:1. Arranged work area and items in accordance with
2. workplace procedures requirements
3. Followed work standards and procedures based on instructions
4. Applied ***Prevention and control measures*** based on instructions
5. Undertook orientations on ***OSH requirements and regulations*** in line with policy.
6. Provided feedback on occupational health and safety as per workplace instructions.
7. Adhered to workplace procedures for reporting hazards, incidents, injuries and sickness to as per workplace policy.
8. Identified and proposed ***OSH-related training needs*** as per workplace policy.
 |
| 1. Resource Implications
 | The following resources should be provided:1. Access to relevant workplace where assessment can take place
2. Appropriately simulated environment where assessment can take place
 |
| 1. Methods of Assessment
 | Competency in this unit may be assessed through: 1. Oral questioning
2. Portfolio of evidence
3. Third Party Reports
4. Written tests
 |
| 1. Context of Assessment
 | Competency may be assessed: 1. On-the-job
2. Off-the –job
3. During Industrial attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CORE UNITS OF COMPETENCY

# CONSTRUCT A PIG UNIT

**UNIT CODE**: AGR/OS/PP/CR/01/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to oversee the construction of a pig unit. It involves determining pig unit construction site, planning for pig unit construction resources, overseeing pig unit construction, repair and maintenance activities.

This standard applies in the pig production industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements**.*****Bold and italicized terms* *are elaborated in the Range.*** |
| 1. Determine pig unit construction site
 | 1. Pig unit is sited based on ***physical and social environment*** of the farm.
2. ***Pig unit design*** is selected based on the site, ***type of enterprise*** and ***mode of farming*.**
3. Instructions on marking out the site are issued as per workplace policy and the design selected.
 |
| 1. Plan resources for pig unit construction
 | 1. ***Resources required*** for pig unit construction are identified based on pig unit design, ***objective of the farmer***and ***source of funding*** of the project.
2. Pig unit constructor is identified based on cost, expertise and experiences.
3. Cost of pig unit is determined based on availability of construction materials, size, design and mode of production.
4. Construction TORs are developed based on project specifications and the pig unit design.
5. SMART Contract document is drawn and signed based on TORs.
 |
| 1. Oversee pig unit construction activities
 | 1. Resources are allocated based on pig unit construction activities.
2. Project progress is monitored and evaluated based on project schedule.
3. ***PPEs*** are identified and worn based on job requirements.
4. Construction is carried out based on pig unit design and the TORs.
5. Pig unit construction report is prepared and documented based on the projected plan.
6. Pig unit is commissioned for use/occupation based on recommendations of the completion report.
 |
| 1. Oversee pig unit repair and maintenance activities
 | 1. Resources for pig unit maintenance are identified and gathered based on the nature and extent of damage.
2. Labour requirement for pig unit repair and maintenance is determined based on the nature, extent of damage and expertise.
3. ***Areas of pig unit upgrading*** are identified based on shortcomings of the original design.
4. Pig unit repair and maintenance is carried out based on the original design/plan.
5. Repair and maintenance report is prepared and documented based on workplace policy.
 |

**RANGE OF VARIABLES**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Physical environment May include but not limited to:
 | * Topography
* Accessibility
* Water availability
* Climate
 |
| 1. Pig unit design May include but not limited to:
 | * Deep litter
* Concrete
* Slatted floor
* Open paddocks
 |
| 1. Type of enterprise May include but not limited to:
 | * Small scale
* Large scale
* Commercial
* Breeder
 |
| 1. Mode of farming May include but not limited to:
 | * Intensive
* Extensive
* Semi-intensive
 |
| 1. Resources required for pig unit construction May include but not limited to:
 | * Labour
* Funding
* Raw materials
 |
| 1. Objective of the farmer May include but not limited to:
 | * Profit making
* Non-profit making
 |
| 1. Source of funding May include but not limited to:
 | * Own savings
* Loan
* Donor funds
 |
| 1. PPE May include but not limited to:
 | * Equipment and apparel used for safety of the worker eg. Gum boots, overall, goggles, helmet, nose masks, gloves
 |
| 1. Social environment May include but not limited to:
 | * Security
* Neighborhood
* Cultural beliefs
* Religious beliefs
 |
| 1. Areas of pig unit upgrading May include but not limited to:
 | * Watering systems
* Heating systems
* Feeding systems
 |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

* The individual needs to demonstrate the following skills:
* Communication skills
* Interpersonal
* Analytical
* Negotiation
* Problem solving
* Fabrication
* Interpretation
* Technical drawing
* Tool handling
* Site preparation
* Site selection

**Required knowledge**

* The individual needs to demonstrate knowledge of:
* Building materials, tools and equipment
* Consideration in siting a pig unit
* Development and management contract document
* Foundation laying
* Housing care, repair and maintenance
* Monitoring work progress
* Pig housing types and designs
* Report writing and record keeping
* Requisition of building materials
* Safety precautions
* Terms of reference development
* Types of pig production systems

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency
 | 1. Assessment requires evidence that the candidate:
2. Sited the pig unit appropriately.
3. Selected appropriate pig unit design.
4. Identified quality pig unit construction materials.
5. Developed a SMART contract document.
6. Monitored and evaluated the progress of the pig unit construction project.
7. Prepared and documented pig unit construction report.
8. Appropriately identified areas of pig unit upgrading.
9. Prepared a repairs and maintenance report.
10. Demonstrated understanding of pig unit siting and design selection considerations.
11. Demonstrated understanding of pig production systems.
 |
| 1. Resource Implications for competence certification
 | The following resources **MUST** be provided:* A busy pig farm which is in the process of upscaling production or
* A farm starting/diversifying into pig production.
 |
| 1. Methods of Assessment
 | Competency may be assessed through:* Observation
* Written test
* Interview
* Oral questions
* Third party report
* Project
 |
| 1. Context for Assessment
 | Assessment may be conducted in:* On-the-job
* Off-the-job
* Workplace attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PRODUCE PIG STOCK

**UNIT CODE**: AGR/OS/PP/CR/02/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to produce pig stock. It involves developing and implementing a pig breeding programme, carrying out routine pig stock management practices as well as herd health management and bio-security practices.

This standard applies in the pig production industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms* *are elaborated in the Range.*** |
| 1. Develop and implement pig breeding programme
 | 1. The ***goals and objectives*** of the organization are defined based on long term plans.
2. ***Required resources*** are identified and gathered based on the organizations’ objectives.
3. Breeding programmes are developed and documented based on the objective of the organization.
4. Pig breeding programme is implemented based on the objectives of the farm.
 |
| 1. Carry out routine pig stock management practices
 | 1. ***PPEs*** are identified and worn based on job requirements.
2. ***Generic pig stock management practices*** are carried out based on good animal husbandry management guidelines as per standard operating procedures.
3. ***Non-generic pig stock management practices*** are carried out based on enterprise objectives and standard operating procedures.
4. Pigs are handled in due regard of their ***welfare*** as per good animal husbandry management guidelines.
5. Pig routine management practices records are developed and maintained as per good animal husbandry management guidelines and organization policy.
 |
| 1. Carry out health management and bio-security practices
 | 1. PPEs are identified and worn based job requirements.
2. ***Pig******stock health management practices*** are carried out based on animal health management and good animal husbandry management guidelines and ***legal requirement*** as per standard operating procedures.
3. ***Pig farm bio-security practices*** are carried out based on good animal husbandry management guidelines and legal requirement as per standard operating procedures.
4. Pig herd health management records are developed and maintained as per good animal husbandry management guidelines and organization policy.
 |

 **RANGE OF VARIABLES**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Goals and objectives May include but not limited to:
 | * The decision the farmer makes on either to produce pork or bacon or breeding stock only
* Decision on rearing systems
 |
| 1. Required resources May include but not limited to:
 | * Land
* Labour
* Finances and materials
 |
| 1. PPEs May include but not limited to:
 | * Equipment and apparel used for safety of the worker eg. Gum boots, overall, goggles, helmet, nose masks, gloves
 |
| 1. Generic pig stock management practices May include but not limited to:
 | * Teeth clipping
* Docking
* Iron injection
* Weaning
* Weighing
* Feeding
* Deworming
* Watering
* Vaccination
* Identification
* Selection
 |
| 1. Non-genericpig stock management practices May include but not limited to:
 | * Castration
* Fattening
* Culling
* Flushing
* Steaming up
* Serving/mating
* Farrowing
 |
| 1. Pig stock health management practices May include but not limited to:
 | * Endo- parasite control (deworming)
* Ecto-parasite control (acaridae spray)
* Disease control (preventive)
* Feeding
* Culling
* Generic selection
 |
| 1. Legal requirements May include but not limited to:
 | * Bio-safety Act No. 2 of 2009
* Animal welfare Act Cap 360
* Animal disease Act Cap 364
* Animal movement permits
 |
| 1. Pig farm bio-security practices May include but not limited to:
 | * Foot bath
* Quarantine
* Pen disinfection
* Equipment sterilization
* Fencing
* Vaccination
* PPEs
 |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical
* Communication
* Computing skills
* Critical thinking
* Decision making
* Equipment operation
* Feed handling
* Health management skills
* Negotiation
* Pig handling
* Problem solving
* Record keeping
* Routine management skills
* Writing

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Agro ecological zones
* pig breeds
* Bio-security measures in a pig farm
* Common diseases
* Costing
* Development of a pig breeding programme
* Feeds and feeding requirements
* Housing
* Legal aspects of livestock management
* Marketing
* Pig management practices
* Pig management tools and equipment
* Production systems
* Routine practices
* Sources of pig breeds

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency
 | 1. Assessment requires evidences that the candidate:
2. Clearly defined the goals and objectives of the organizations.
3. Identified breeding stock whose characteristics were commensurate with the objective of the organization.
4. Developed and documented a comprehensive pig breeding programme.
5. Carried out pig stock management practices appropriately.
6. Observed pig welfare during handling.
7. Observed farm bio-security practices and legal requirements.
8. Carried out pig stock health management practices appropriately.
9. Prepared and maintained routine pig management, health management and bio-security practices records appropriately.
10. Safely used and handled pig management tools and equipment.
11. Demonstrated understanding of pig diseases, their prevention and control measures.
 |
| 1. Resource implications for competence certification
 | The following resources MUST be provided:1. A commercial pig farm that is well established and one that is coming up.
2. An institution that has a piggery unit.
 |
| 1. Methods of Assessment
 | Competency may be assessed through:1. Observation
2. Written test
3. Interview
4. Oral questions
5. Third party report
6. Project
 |
| 1. Context for Assessment
 | Assessment may be conducted in:1. On-the-job
2. Off-the-job
3. Workplace attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PRODUCE PIG FEEDS

**UNIT CODE**: AGR/OS/PP/CR/03/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to produce pig feeds. It involves identifying and sourcing pig feed raw materials, identifying, selecting and applying pig feed production formulae and compounding and storing pig feed rations. It also entails marketing and selling pig feeds.

This standard applies in the pig production industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms* *are elaborated in the Range.*** |
| 1. Identify and source pig feed raw materials
 | 1. ***Raw materials*** are identified based on availability, cost and suitability.
2. Raw materials are selected based on nature, quality and nutritional value.
3. Raw materials are procured based on storage capacity and financial ability in accordance with organizations’ procurement procedures.
4. Raw materials are stored based on type and ***their storage requirements.***
 |
| 1. Identify and apply pig feed production formula
 | 1. Pig feed production formulae are determined based on ***pig feed standards*** and available raw materials.
2. Pig feed formulae are adapted based on least cost combination, organizations’ objectives, growth stage and expected meat product.
3. Nutritional value of pig feed is determined based on *feed* ***analysis*** report.
 |
| 1. Compound feed ration
 | 1. PPEs are identified and worn based on job requirements.
2. ***Feed ingredients*** are quantified and weighed based on the adapted feed formula.
3. ***Feed Ingredients preparation method*** is determined based on their type and form.
4. Ingredients are mixed based on ***specified ration*.**
5. Compound feed is weighed and packaged based on market standards and organizations policy.
6. Pig feeds are stored based ontype and products’ storage requirements.
7. Waste is managed based on types and in due regard to ***statutory regulations and environmental management procedures*.**
8. Report on pig feeds formulation activities is prepared and documented as per workplace policy.
 |
| 1. Market and sell pig feeds
 | 1. Market survey for pig feeds i
2. ***Marketing channels*** are identified based on market segmentation.
3. Marketing strategy is developed and implemented based on market needs.
4. Products’ competitive advantage is identified and promotion carried out based on market demand.
5. Product price is set based on cost of production, profit margins, organization objectives and competitor pricing.
6. ***Products outlets*** are selected based on identified channels.
7. ***Contractual agreements*** are undertaken, signed off and managed based on agreed terms.
8. Marketing strategy is reviewed based on performance.
9. Report on pig feeds marketing and sales activities is prepared and documented as per workplace policy.
 |

**RANGE OF VARIABLES**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| Raw materials May include but not limited to: | * Grains
* Legumes
* Grain by-products
* Animal by-products
* Vitamins
* Minerals
* Ashes
* Additives
 |
| Product storage requirements May include but not limited to: | * Dry place
* Dark place
* Cool dry place
 |
| Pig feed standards May include but not limited to: | * KEBs standards
* KIDRI standards
* American feed standards
* ARC
 |
| Pig feed types May include but not limited to: | * Starter
* Growers
* Sow and weaner
* Pig finisher/fattener
 |
| Feed analysis/tests May include but not limited to: | * Crude protein
* Dry matter
* Fat content
* Energy
* Moisture content
* Ash
* Mineral
 |
| Feed ingredients preparation methods May include but not limited to: | * Roasting
* Drying
* Milling
* Grinding
* Extrusions
* Boiling
* Soaking
 |
| Statutory regulations May include but not limited to: | * EMCA 1999
* Public health Cap 242
* NEMA regulations
* OSH Act 2007
 |
| Products outlets May include but not limited to: | * Farm gate
* Agro vet
* Supermarkets
* Animal feed stores
 |
| Contractual agreements May include but not limited to: | * Verbal
* Written
 |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Measuring
* Recording
* Machine operation
* Communication
* Computing
* Feed mixing
* Interpersonal
* Analytical
* Tool handling
* Communication
* Problem solving
* Decision making
* Critical thinking
* Basic market Survey
* Weighing
* Batching
* Sales and marketing skills

**Required knowledge**

* The individual needs to demonstrate knowledge of:
* Feed manufacturing tools and machinery
* Ingredients nutrient content
* Growth cycle of pigs
* Sources of feed materials
* feed Analysis
* Preparation methods of feed raw materials
* Feed formulation
* Feed quality control and nutrition standards
* Feed handling and storage
* Safety precautions
* Procurements procedures
* Statutory regulations regarding production livestock feeds
* Waste management and disposal
* Stores management
* Sales and marketing principles.

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency
 | 1. Assessment requires evidences that the candidate:
2. Identified and selected feed formulation raw materials.
3. Observed organizations procurement procedures.
4. Sampled and presented samples for lab analysis regularly.
5. Interpreted feed lab analysis report appropriately.
6. Managed and disposed waste appropriately.
7. Demonstrated understanding of pig feed formulation principles.
8. Demonstrated understanding of pig feed production.
9. Demonstrated understanding of livestock nutritional requirements.
10. Demonstrated understanding of statutory regulations related to feed manufacturing.
11. Demonstrated understanding of sales and marketing principles.
12. Safely used and handled pig feed processing tools and equipment.
13. Stored feed raw materials and processed feeds appropriately.
 |
| 1. Resource implications for competence certification
 | The following resources MUST be provided:* A pig feed processing enterprise.
* A commercial pig farm that processes pig feeds.
* An institution with a commercial pig farm and processing pig feeds.
 |
| 1. Methods of Assessment
 | * Competency may be assessed through:
* Observation
* Written test
* Interview
* Oral questions
* Third party report
* Project
 |
| 1. Context for Assessment
 | * Assessment may be conducted in:
* On-the-job
* Off-the-job
* Workplace attachment
 |
| 1. Guidance information for assessment
 | * Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
 |

# PROCESS PIG PRODUCTS AND BY-PRODUCTS

**UNIT CODE**: AGR/OS/PP/CR/04/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to produce pig products and by-products. It involves identifying pig products and pig by-products to produce and identifying and preparing processing raw materials. It also entails processing meat to produce various pig products and processing pig waste products such as blood to produce pig by-products such as blood meal.

This standard applies in the pig production industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms* *are elaborated in the Range.*** |
| 1. Collect market data and information
 | * 1. Data and information collection tools are obtained based on data to be collected.
	2. ***Data and information collection tools*** are distributed based on workplace instructions.
	3. Collected data and information is organized and ***analyzed*** in accordance with acceptable/appropriate statistical procedures.
	4. Survey report is prepared and recommendations given based on findings.
	5. Market feedback is shared based on workplace procedures.
 |
| 1. Identify products and by-products to produce
 | 1. Pig products identified based on market survey report.
2. List of products and by-products to produce is developed based on survey recommendation.
 |
| 1. Identify and prepare processing raw materials
 | 1. Necessary ***permits and certifications*** are obtained based legal and statutory requirements.
2. ***Operational resources*** are identified and gathered based on expected products.
3. ***Production resources*** are allocated based on the products to be produced.
4. Production schedules are developed based on plant capacity and market demand.
 |
| 1. Process meat to produce various pig products
 | 1. ***PPEs*** are identified and worn based on job requirements.
2. Pigs for processing are identified and selected based on age and weight.
3. Pigs for slaughtering are prepared based on the standard operation procedures
4. Selected pigs are slaughtered as per standard operating procedures
5. Carcass inspection is done based on legal requirements.
6. ***Pig products*** are processed based on recipe and processing chart, in accordance with standard operating procedures.
7. Mechanisms to assure food safety and hygiene are implemented based on legal and statutory requirements.
8. Pig products are packaged and stored based on type and product requirements.
 |
| 1. Process pig waste products to produce pig by-products
 | 1. PPEs are identified and worn based job requirements.
2. Raw materials for pig ***by-product production*** are obtained and sorted based on end products.
3. Pig by-products are processed as per standard processing procedures.
4. Pig by-products are packaged and stored based on product requirements.
5. Waste is managed based on type, in due regard to ***environmental protection laws and regulations.***
6. ***Production records*** and report are prepared and maintained as per workplace policy.
 |

 **RANGE OF VARIABLES**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Permits and certifications May include but not limited to:
 | * Movement permits
* No objection permits
* Meat inspection permits
* Food and hygiene certificate
* Meat transportation permit
 |
| 1. Production resources May include but not limited to:
 | * Raw materials
* Tools and equipment
* Supplies
* Funds
* Human resources
* Operational resources
 |
| 1. Processed pig products May include but not limited to:
 | * Sausages
* Bacon
* Lard
* Cuts
* Brawn
* Smokies
* Burgers
 |
| 1. Cuts May include but not limited to:
 | * Ham
* Loin
* Ribs
* Belly
* Head
* Trotters
* Offal
 |
| 1. By-products May include but not limited to:
 | * Blood meal
* Bone meal
* Biogas
* Manure
* Brushes
* Buttons
* Leather
 |
| 1. Legal requirements May include but not limited to:
 | * Public health Act Cap 242
* EMCA 1999
* NEMA regulations
* Meat control Act Cap 365
* Factories Act Cap 514
* OSH Act 2007
* Animal welfare Act Cap 360
 |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Interpersonal
* Critical thinking
* Analytical
* Problem-solving
* Decision making
* Marketing
* Tool handling
* Machine operation
* Meat processing

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Types of pig products
* Terms of reference
* Environmental law
* Socio-cultural and religious beliefs
* Marketing of pork and pork products
* Standard operating procedures for food products – local & export market
* Pig handling and slaughter operations
* Food safety and hygiene
* Pork value chain
* Technology of various pig products and by-products
* Food quality assurance
* Legal and statutory requirements in food processing
* Documentation in food processing
* Packaging and storage
* Waste management
* Tools, equipment and supplies in pig processing

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency
 | 1. Assessment requires evidences that the candidate:
2. Collected and analyzed data using appropriate tools.
3. Prepared and documented appropriate products and by-products for production.
4. Identified and obtained appropriate permits and certifications.
5. Identified and selected appropriate operational and production resources.
6. Prepared comprehensive and workable production schedules.
7. Identified and selected pigs for slaughtering and processing appropriately.
8. Observed processing statutory requirements.
9. Managed and disposed waste appropriately.
10. Prepared and documented pig processing records appropriately.
11. Demonstrated understanding of pig handling and slaughter operations.
12. Demonstrated understanding of food safety and hygiene principles.
13. Demonstrated understanding of pig value chain.
14. Demonstrated understanding of technology pig products and by-products processing.
15. Demonstrated understanding of use and handling of tools, equipment and supplies in pig processing.
16. Demonstrated understanding of safety and security in the workplace.
 |
| 1. Resource implications for competence certification
 | The following resources MUST be provided:1. A commercial pig farm diversifying into processing.
2. A pig products and by-products processing firm.
3. An institution with a pig product and by-products processing enterprise.
 |
| 1. Methods of Assessment
 | Competency may be assessed through:1. Observation
2. Written test
3. Interview
4. Oral questions
5. Third party report
6. Project
 |
| 1. Context for Assessment
 | Assessment may be conducted in:1. On-the-job
2. Off-the-job
3. Workplace attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# MARKET PIGS, PIG PRODUCTS AND PIG BY- PRODUCTS

**UNIT CODE:** AGR/OS/PP/CR/05/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to market pigs, pig products and pig by-products. It involves identifying market channels for pigs, and developing and implementing a marketing strategy.

This standard applies in the pig production industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms* *are elaborated in the Range.*** |
| 1. Identify market channels
 | 1. Market survey is carried out based on the organisation marketing policy.
2. Market is segmented based on market survey report
3. ***Methods of data collection*** are selected based on market segment.
4. ***Data and information collection tools*** are developed based on method of data collection.
5. Market survey data is collected based on tools developed
6. Collected data is organized and analyzed in accordance with acceptable/appropriate statistical procedures.
7. Market survey report is prepared and recommendations given based on findings.
8. List of ***market channels*** is developed based on market survey recommendations.
 |
| 1. Develop and implement a marketing strategy
 | 1. Market survey report is adopted based on the organisation policy.
2. Competitive advantage is identified and promoted based on the organisation capacity.
3. ***Products promotions methods*** are selected and implemented based on market segmentation.
4. Products outlets are selected based on identified channels.
5. ***Contractual agreements*** are undertaken, signed off and managed based on agreed terms.
6. Product price is set based on organisation pricing policy.
7. New products are developed and promoted based market survey report.
8. Marketing strategy is reviewed based on performance.
9. Report on pigs and pig products marketing activities is prepared and documented.
 |

**RANGE OF VARIABLES**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Methods of data collection May include but not limited to:
 | * Focus group discussions
* Media
* KNBS
* Observation
* Interviews
* Forecasting
 |
| 1. Products promotions methods May include but not limited to:
 | * Brochures
* Flyers
* Advertisements
* Field days
* Products expo
* Social media
 |
| 1. Contractual agreements May include but not limited to:
 | * Verbal
* Written
 |
| 1. Data and information collection tools May include but not limited to:
 | * Interview guides
* Questionnaire
* Observation checklist
* Open data kits
 |
| 1. Market channels May include but not limited to:
 | * Supermarkets
* Farm gate
* Hotels
* Hawking
 |

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

* The individual needs to demonstrate the following skills:
* Communication
* Analytical
* Entrepreneurship
* Negotiation
* Critical thinking
* Problem solving
* Decision making
* Computer operation
* Listening
* Marketing skills
* Basic research

**Required knowledge**

* The individual needs to demonstrate knowledge of:
* Geography of an area
* Demography.
* Pig production
* Contract management (Law, contractual arrangement)
* Entrepreneurship
* Sales and marketing principles
* Research methodology
* Development of marketing strategy
* Public relations
* Types and development of marketing contracts

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| Critical aspects of Competency | 1. Assessment requires evidences that the candidate:
2. Collected and analyzed data using appropriate tools.
3. Prepared and documented a market survey report.
4. Identified organizations competitive advantage and implemented it successfully.
5. Developed and moved new products successfully.
6. Managed supply contractual agreements effectively.
7. Developed and documented organizations’ products marketing strategy.
8. Demonstrated understanding of sales and marketing principles
 |
| Resource implications  | The following resources MUST be provided:* A commercial pig farm.
* A commercial pig firm processing a variety of pig products and by-products.
* An institution with a commercial pig farm.
 |
| Methods of Assessment | Competency may be assessed through:* Observation
* Written test
* Interview
* Oral questions
* Third party report
* Project
 |
| Context for Assessment | Assessment may be conducted in:* On-the-job
* Off-the-job
* Workplace attachment
 |
| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |