

## PRODUCE TABLE SIZE FISH

UNIT CODE: 0831 351 02A

TVET CDACC UNIT CODE: AQ/OS/AM/CR/02/3/MA

### Unit Description

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

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Prepare grow-out rearing units	1.1 <b>PPEs</b> are identified and gathered as per task requirement 1.2 Safety precautions are adhered to 1.3 <b>Tools, equipment and materials</b> are assembled in line with task requirement 1.4 Fish culture units are drained to dryness 1.5 Fish culture tanks are cleaned and disinfected with food grade cleaning agents as per standard sanitary operating procedures 1.6 Excess pond bottom mud is removed till initial pond depth is attained 1.7 Fertilization and liming of culture units carried out based on recommended rates
2. Stock fingerlings	2.1 Fry or fingerlings are acclimatized based on culture unit temperatures 2.2 Fry or fingerlings are gently released in to culture units with minimum stress 2.3 Stocked ponds are monitored for fingerling stress and mortalities through direct observations
3. Feed grow out fish	3.1 Fish feeds are safely handled to avoid cross-contamination and adulteration as per standard operating procedures 3.2 Feeds are weighed as per the feeding schedule for the specified

	<p>fish species and size</p> <p>3.3 Weighed feed rations are divided by the frequency of feeding as specified in the feeding schedule</p> <p>3.4 Fish are fed using any of the appropriate methods based on labour available, weather conditions, size of the culture units</p> <p>3.5 Fish feeding behaviour is monitored during feeding based on normal behaviour and recorded</p>
4. Manage fish health.	<p>4.1 Fish are observed for changes in behaviour and physical appearance using a checklist provided by a <i>fisheries technician</i></p> <p>4.2 Feeding response is monitored following standard farm procedures</p> <p>4.3 Management related remedial measures for stressed and diseased fish are undertaken as directed by a fisheries technician as per International Organization for Animal Health (OIE) guidelines</p> <p>4.4 Biosecurity measures are put in place to prevent disease outbreaks</p>

## 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.

Variables	<b>Range</b> <b>Includes but not limited to:</b>
1. Personal protective equipment	<ul style="list-style-type: none"> <li>• Gloves</li> <li>• Arm/Hand guard, gloves</li> <li>• Hair Net/cap/bonnet</li> <li>• Face protection (mask, shield)</li> <li>• Apron/Gown/coverall/jump suit</li> </ul>
2. Commonly farmed fish species	<ul style="list-style-type: none"> <li>• Fresh water fish species e.g. Nile tilapia and African cat fish</li> <li>• Ornamental fish species e.g. American guppy and gold fish</li> <li>• Salty water fish species e.g. milkfish and prawns</li> </ul>

3. Feeding behavior	<ul style="list-style-type: none"> <li>• Carnivorous fish such as African catfish</li> <li>• Herbivorous fish such as tilapia</li> <li>• Omnivorous fish such as gold fish and guppies</li> </ul>
4. Reproductive behavior	<ul style="list-style-type: none"> <li>• Mouthbrooding in tilapia</li> </ul>
5. Social behavior	<ul style="list-style-type: none"> <li>• Shoaling and schooling</li> </ul>
6. Defensive behavior	<ul style="list-style-type: none"> <li>• Flight</li> </ul>

## 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:

- Organizing skills
- Analytical skills
- Negotiation skills
- Interpersonal skills
- Communication skills
- Evaluation skills
- Problem solving
- Critical thinking
- Observation skills

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Fish biology for commonly farmed fish species
- Fish behavior

## 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Identified relevant PPEs</li> <li>1.2. Identified aquaculture fish species</li> <li>1.3. Identified fish parts/external morphology</li> <li>1.4. Demonstrated the understanding of fish behavior</li> </ul>
2. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Appropriately simulated environment where assessment can take place.</li> <li>2.2 Access to relevant work environments.</li> <li>2.3 Resources relevant to the proposed activities or task.</li> </ul>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written tests</li> <li>3.2 Third party reports</li> <li>3.3 Oral questioning</li> <li>3.4 Interview</li> <li>3.5 Observation</li> </ul>
4. Context of Assessment	<p>Assessment could be conducted</p> <ul style="list-style-type: none"> <li>4.1. On-the-job</li> <li>4.2. Off-the-job</li> <li>4.3. During industrial attachment</li> </ul>
5. Guidance information for assessment	Holistic assessment with related units in the sector