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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 the achievement of Kenya's development blueprint, Vision 2030 and the government agenda, bottom up economic transformation agenda (BeTA)

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. These reforms resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No.14 of 2012). 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, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programs.

The reforms also demand that industry informs occupational standard development to ensure the curriculum addresses its competence needs. This Occupational Standard will thus inform the development of the Competency-Based Education and Training (CBET) curriculum for Aquaculture practitioners.

The Standard will also be the basis for the assessment of an individual for competency certification.

It is my conviction that this Occupational Standard will play a great role in the development of a competent human resource for sustainable development.

**PRINCIPAL SECRETARY
STATE DEPARTMENT FOR TVET
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 TVET Act CAP 210A and Sessional Paper No. 14 of 2012 on Reforming Education and Training in Kenya, emphasized the need to reform 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 the industry as well as increase the global competitiveness of the Kenyan labour force am grateful to the Governing Council Members, TVETA, sector regulators, the industry experts, and subject experts who participated in the development of this standard.

**CHAIRMAN,
TVET CDACC**

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ACKNOWLEDGMENT

This Occupational Standard was developed through the combined effort of various stakeholders from private and public organizations. I am 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 input towards the development of this Occupational Standard.

I also thank all the individuals and organizations who participated in the validation of this Occupational Standard.

**CHAIRMAN,
SECTOR SKILLS ADVISORY COMMITTEE**

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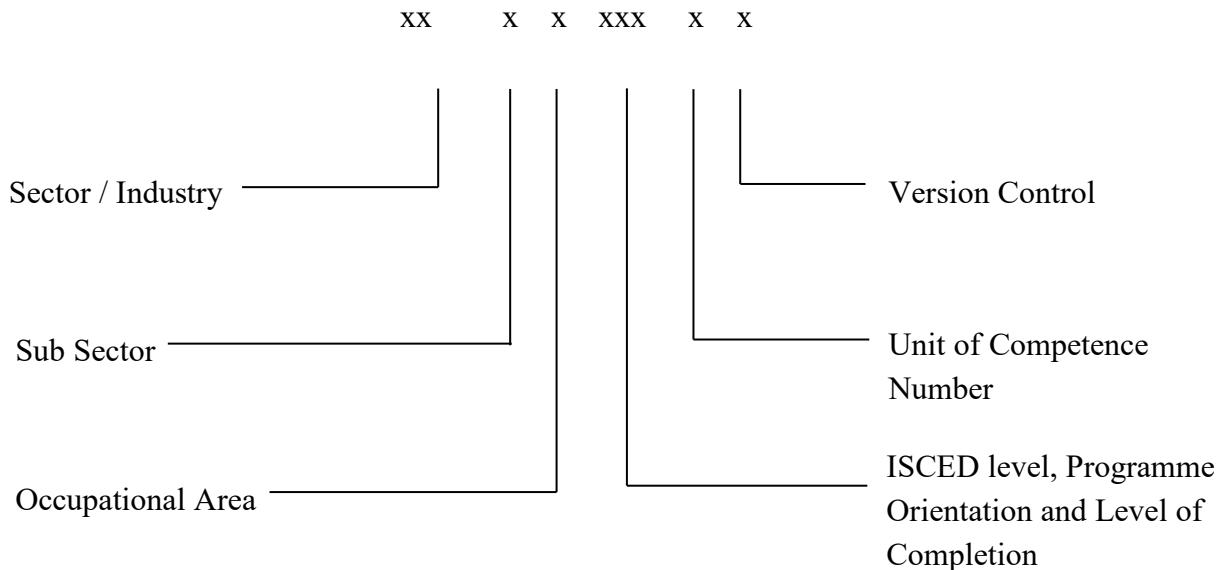
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ABBREVIATION AND ACRONYMS

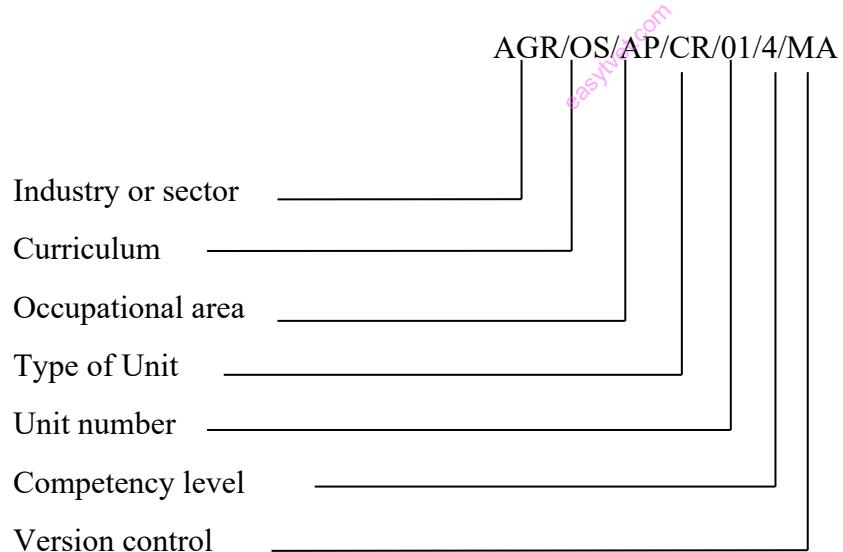
PPEs	Personal Protective Equipment
ISCED	International Standard Classification of Education
TVET	Technical and vocational education and training

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KEY TO ISCED UNIT CODE



KEY TO TVET CDACC UNIT CODE



OVERVIEW

This Occupation Standard consists of competencies required by a person to perform duties of an Animal Production Technologist of a Level 5 qualification. It entails: livestock feed production, manage dairy cattle, manage beef animals, carry out sheep production, carry out goat production, carry out pig production, carry out poultry production, carry out rabbit production, carry out bee production, manage fish farm, manage draught animals, manage emerging livestock and companion animals.

This Occupational Standard consists of Basic, Common and Core Units of Learning as indicated below:

SUMMARY OF UNITS OF COMPETENCY

Basic Units of Competency

Unit Code	TVET CDACC UNIT CODE	Unit Title
0611 441 01A	AGR/OS/AP/BC/01/5/MA	Apply Digital Literacy
0031 441 02A	AGR/OS/AP/BC/02/5/MA	Apply Communication Skills
0417 441 03A	AGR/OS/AP/BC/03/5/MA	Apply Work Ethics and Practices
0413 441 04A	AGR/OS/AP/BC/04/5/MA	Apply Entrepreneurial Skills

Common Units of Competency

Unit Code	TVET CDACC UNIT CODE	Unit Title
0716 441 05A	AGR/OS/AP/CC/01/5/MA	Operate Farm Machinery
0511 441 07A	AGR/OS/AP/CC/02/5/MA	Apply Animal Anatomy and Physiology

Core Units of Competency

Unit Code	TVET CDACC UNIT CODE	Unit Title
0811 351 08A	AGR/OS/AP/CR/01/4/MA	Produce Livestock Feeds
0811 351 09A	AGR/OS/AP/CR/02/4/MA	Manage Dairy Cattle
0811 351 10A	AGR/OS/AP/CR/03/4/MA	Manage Beef Animals

0732 341 11A	AGR/OS/AP/CR/04/4/MA	Establish Farm Structures
0811 351 10A	AGR/OS/AP/CR/05/4/MA	Carry Out Sheep Production
0811 351 11A	AGR/OS/AP/CR/06/4/MA	Carry Out Goat Production
0811 351 12A	AGR/OS/AP/CR/07/4/MA	Carry Out Pig Production
0811 351 13 A	AGR/OS/AP/CR/08/4/MA	Carry Out Poultry Production
0811 451 15 A	AGR/OS/AP/CR/01/5/MA	Carry Out Rabbit Production
0811 451 16 A	AGR/OS/AP/CR/02/5/MA	Carry Out Bee Production
0811 451 17 A	AGR/OS/AP/CR/03/5/MA	Manage Fish Farm

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BASIC UNITS OF COMPETENCY

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APPLY DIGITAL LITERACY

UNIT CODE: 0611 441 01A

TVET CDACC UNIT CODE: AGR/CU/AP/BC/01/5/MA

UNIT DESCRIPTION:

This unit covers the competencies required to demonstrate digital literacy. It involves operating computer devices, solving tasks using the Office suite, managing data and information, performing online communication and collaboration, applying cybersecurity skills, and performing jobs online.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes that make up workplace functions	These are assessable statements which specify the required level of performance for each of the elements <i>(Bold and italicized terms are elaborated in the range)</i>
1. Operate computer devices	1.1 Computer device usage is determined as per workplace requirements. 1.2 Computer hardware is identified according to job requirements. 1.3 Computer software is identified according to workplace requirements. 1.4 Computer devices are turned on or off as per the correct workplace procedure. 1.5 Mouse techniques are applied in solving tasks as per workplace requirements. 1.6 Key board techniques are applied in solving tasks as per workplace requirements. 1.7 Computer files and folders are created and managed as per workplace requirements. 1.8 Internet connection options are identified and applied in