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**REPUBLIC OF KENYA**

**COMPETENCY-BASED MODULAR CURRICULUM**

**FOR**

**PIG PRODUCTION**

**KNQF LEVEL 4**

**ISCED PROGRAMME CODE:** **08110354A**

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# **FOREWORD**

The provision of quality education and training is fundamental to the Government’s overall strategy for social and economic development. Quality education and training contribute to the achievement of Kenya’s development blueprint and sustainable development goals.

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency-based, curriculum development be industry-led, certification be based on demonstration of competence, and the mode of delivery 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 this curriculum has been developed. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the Agriculture Sector’s growth and development.

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

# **MINISTRY OF EDUCATION**

# **PREFACE**

Kenya Vision 2030 aims to transform Kenya into a newly industrializing middle-income country, providing high-quality life to all its citizens by the year 2030. Kenya intends to create globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through lifelong education and training. TVET has a responsibility to facilitate the process of inculcating knowledge, skills, and worker behaviour necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency-Based Education and Training (CBET).

TVET Act, CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development 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 industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee’s achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

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# **ACKNOWLEDGMENT**

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the National Agriculture Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Agriculture sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the Agriculture Sector acquire competencies to perform their work more efficiently and effectively.

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**ABBREVIATIONS AND ACRONYMS**

BC Basic Competency

CC Core Competency

CDACC Curriculum Development Assessment and Certification Council

CO Common Units

CU Curriculum

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

OSHA Occupation Safety and Health Act

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# **KEY TO UNIT ISCED CODE**



# **COURSE OVERVIEW**

Pig production level 4 qualification consists of competencies that an individual must have to rear pigs. It involves constructing pig unit, producing pig stock, producing pig feeds, processing pig products and by-products, and marketing pigs, pig products and pig by-products

Units of learning comprising pig production level 4 qualification include the following core units:

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| **MODULE 1** | | | |
| 0811 351 01 A | Pig Unit Construction | 60 | 6 |
| 0811 351 02 A | Pig Stock Production | 120 | 12 |
| 0811 351 03 A | Pig Feeds Production | 120 | 12 |
|  | **TOTAL** | **300** | **30** |
| **MODULE II** | | | |
| 0811 351 04 A | Processing of pig products and by-products | 150 | 15 |
| 0811 351 05 A | Pigs, pig products and by-products marketing | 120 | 12 |
|  | Industrial Training | 320 | 32 |
|  | **GRAND TOTAL** | **890** | **89** |

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE) E

or

1. Pig production level 3 or related certificate or
2. Equivalent qualifications as determined by relevant regulatory body

**Trainer Qualification**

Qualifications of a trainer for this course include:

1. Possession of a higher qualification than Pig production level 4 or in related trade area; and
2. License by TVETA

**Industry Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 320 hours in pig production farm. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

**Assessment**

The course shall be assessed formatively and summatively:

1. During formative assessment all performance criteria shall be assessed based on performance criteria weighting.
2. Number of formative assessments shall minimally be equal to the number of elements in a unit of competency
3. Assessment of basic and common competencies shall be integrated in the core units
4. Theoretical assessment shall be integrated in practical assessment and conducted orally in both formative and summative assessments.
5. Theoretical and practical weight shall be 10:90 respectively for each unit of learning.
6. Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score
7. Assessment performance rating for each unit of competency shall be as follows:

|  |  |
| --- | --- |
| **MARKS** | **COMPETENCE RATING** |
| 80 -100 | Attained Mastery |
| 65 - 79 | Proficient |
| 50 - 64 | Competent |
| 49 and below | Not Yet Competent |
| Y | Assessment Malpractice/irregularities |

1. Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

**Certification**

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be issued with the Kenya National TVET Certificate in pig production Level 4, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. Statement of Attainment certificate may be awarded upon demonstration of competence in certifiable element within a unit.

These certificates will be issued by QAI

# **MODULE I**

# **PIG UNIT CONSTRUCTION**

**ISCED UNIT CODE: 0811 351 01 A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Construct Pig Unit

**Duration of Unit:** 60hours

**Unit Description**

This unit covers the competencies required to perform pig unit construction. It involves identifying and marking pig unit construction sites, gathering materials for pig unit construction, and performing pig unit construction activities. It also entails identifying areas of the pig unit requiring repair and maintenance from time to time.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Identify and mark pig Unit construction site, | 10 |
| 2. | Gather pig unit construction materials for pig Unit construction | 15 |
| 3. | Perform pig Unit construction activities. | 20 |
| 4. | Identify areas of the pig Unit requiring repair and maintenance | 15 |
| **Total** | | **60** |

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

| **Learning Outcome** | **Content** | **Methods of assessment** |
| --- | --- | --- |
| 1. Identify and mark pig unit construction site | * 1. Meaning of pig unit      1. Basic pig unit designs      2. Site identification and marking of a pig unit   2. Tools and equipment used in site preparation   3. Personal protective equipment.      1. Gloves      2. Gumboots      3. Protective glasses      4. Face mask      5. Overall      6. Helmet   4. Factors to consider when selecting a pig unit design   5. Types of pig unit design   6. Innovations in pig unit construction | * Written Assessment * Practical Assessment * Third party report * Oral Assessment |
| 1. Gather pig unit construction materials | * 1. Location of pig unit construction materials.   2. Types of resources required for pig unit construction   3. Documentation of delivered construction materials on site   4. Storage of construction materials | * + Written Assessment   + Practical Assessment   + Third party report   + Oral Assessment |
| 1. Participate in pig Unit construction activities | * 1. Monitoring and evaluation of pig unit construction project   2. Procedures of construction materials issuance   3. Documentation of construction materials issuance   4. Monitoring of issued construction materials   5. Preparation of completion report | * Written Assessment * Practical Assessment * Third party report * Oral Assessment |
| 1. Identify areas of pig unit requiring repair and maintenance | * 1. Resources for pig unit maintenance   2. Labour supervision during pig unit construction.   3. Characteristics of functional components of a pig unit      1. Floor      2. Drainage      3. Heating and lighting systems      4. Roofing      5. Walls      6. Feed and water facilities   4. Pig unit maintenance requirements and resources   5. Pig unit repair and maintenance regulations   6. Performing repair and maintenance activities | * Written Assessment * Practical Assessment * Third party report * Oral Assessment |

**Suggested Methods of Instructions**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction
* Field Visit
* Videos

**Recommended Resources for 25 trainees**

|  |  |  |  |
| --- | --- | --- | --- |
| **Machinery** | **Tools and equipment** | **Materials and supplies** | |
| * 2 Tractors * 2 Trailer | * 10 Slashers * 5 Wheelbarrow * 10 Spade * 10 rakes * 2 Crowbar * Assorted Hammer * 2 projectors * 5 hacksaws * 5 Metal bars Poles * Stones * 10 Hoe * 25 sets technical drawing sets | | * 25 Tape measures * I roll Barbed/chain link * I roll of fencing materials * 2 wheelbarrows of Sand * 5 bags Cement * 1 wheelbarrow Ballast * Assorted pig sty drawings * Assorted Nails * I roll of sisal twine |

**PIG STOCK PRODUCTION**

**ISCED UNIT CODE:** 0811 351 02A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: producing pig stock

**Duration of Units:** 120 hours

**Unit Description**

This unit covers the competencies required to produce pig stock. It involves implementing a pig breeding program, carrying out routine pig stock management practices as well as herd health management and biosecurity practices.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Implement a pig breeding programme | 30 |
| 2. | Carry out routine pig stock management practices | 60 |
| 3. | Carry out health management and bio-security practices | 30 |
| **Total** | | **120** |

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Implement a pig breeding program | * 1. Meaning of terms:      1. breeds,      2. breeding,      3. breeding program,      4. selection,      5. litter,      6. crossbreeding,   2. Identification of breeds.      1. Duroc      2. Large white      3. Land race      4. Hampshire      5. Camborough   3. Pig breeding options      1. Natural mating      2. Artificial insemination.   4. Pig breeding program | * Written Assessment * Practical Assessment * Third party report * Oral Assessment |
| 1. Carry out routine pig stock management practices | * 1. Meaning of terms:      1. Generic,      2. Non-generic,      3. piglets,      4. weaners,      5. boar,      6. gilt,      7. runt,      8. sow,      9. rigs,      10. porkers,      11. baconers,      12. farrowing,      13. parity,      14. barrow,      15. in-pig,      16. pig cycle,      17. hereditary abnormalities      18. farrowing   2. Pig routine management practices records and record keeping      1. Tooth creeping      2. Branding         1. Tattooing         2. Notching         3. Ear tagging.      3. Castration      4. Tail docking      5. Spraying      6. Cleaning      7. Feeding.   3. Pig handling      1. Pig behaviour and vices      2. Hog snare      3. V shaped      4. Use of a bucket.      5. Chemical restraint.   4. Record keeping      1. Importance of records      2. Types of records         1. Breeding record         2. Feeding records         3. Health records | * + Written Assessment   + Practical Assessment   + Third party report   + Oral Assessment |
| 1. Carry out health management and bio-security practices | * 1. Meaning of terms;      1. health,      2. disease,      3. vaccination,      4. mortality,      5. morbidity,      6. quarantine,      7. notifiable diseases,      8. zoonosis      9. Signs of healthy a pig   2. Pig farm bio-security practices      1. Controlled access      2. Cleaning and disinfectant      3. Waste management      4. Feed and water management      5. Monitoring animal health.   3. Pig herd health management records | * Written Assessment * Practical Assessment * Third party report * Oral Assessment |

**Suggested Methods of instructions**

* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction
* Outreach programme
* Field visit

**Recommended Resources for 25 trainees**

|  |  |  |
| --- | --- | --- |
| **Tools and Equipment** | **Materials and supplies** | **Structures** |
| * Weighing equipment * 5 Tooth clippers * 5 Restrainers * 5 knapsack Sprayers * 10 Health kits * 25 sets of PPEs * Cleaning equipment; 5 brooms, 5 wheelbarrow, 25 buckets * Assorted Identification equipment * Heating equipment/system * 5 Pregnancy kits * Grooming equipment * Waterer (ratio of 1 waterer to 10 pigs) * feeders (ratio of 10 pigs to 1 feeder) | * Assorted Surgical blades * Assorted Disinfectants * Reliable water source * Assorted Detergent * Assorted Feeds * 5 Samples pig production records * Assorted Stationeries | * 1 Pig unit/sty * Wallowing tank * Roll Chains to prevent cannibalism |

**PIG FEEDS PRODUCTION**

**ISCED UNIT CODE:** 0811 351 03 A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: produce pig feeds

**Duration of Unit:**  120 hours

**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.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Receive and store feed formulation raw materials | 30 |
| 2. | Compound feed ration | 60 |
| 3. | Market and sell pig feeds | 30 |
| **Total** | | **120** |

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Receive and store feed compounding raw materials | * 1. Types and quality of pig feed raw materials   2. Feed compounding raw materials.      1. Grains      2. Oil seeds products      3. Root crop products      4. Legumes      5. Grain products      6. Animal products      7. Vitamins      8. Minerals      9. Ashes      10. water      11. Premixes (mineral and vitamin)      12. Amino acids      13. Additives (microbial, enzymes, buffers, toxin binders, sweeteners)   3. Develop stores inventory.   4. Feed compounding resources.  1. Storage of pig feed raw materials | * Written Assessment * Practical Assessment * Third party report * Oral Assessment |
| 1. Compound feed ration | * 1. Workplace safety and regulations   2. Tools and Equipment used in compounding feed rations and basic maintenance   3. Methods of preparing pig feed ingredients   4. Mixing pig feed ingredients   5. Packaging, labelling and storage of compound feed ration.   6. Work place waste management   7. Documentation of pig feed formulation activities. | * Written Assessment * Practical Assessment * Third party report * Oral Assessment |
| 1. Marketing of pig feeds | * 1. Meaning of the terms      1. Market      2. Marketing      3. Market Survey   2. Methods of market survey   3. Types of marketing channels   4. Implement a marketing strategy   5. Sale of pig feeds   6. Documentation of marketing activities. | * Written Assessment * Practical Assessment * Third party report * Oral Assessment |

**Suggested Methods of Delivery**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction
* Field visits

**Recommended Resources for 25 trainees**

|  |  |  |
| --- | --- | --- |
| **Functional pig farm with the following:** | | |
| * 2 Tractors * 2 Trailer * 2 Chopping implements * 2 Hammer mills * 2 Grinding mills * 2 Feed mixers * Assorted Feedstuff * Detergents * Assorted Fumigants * 2 Sealing equipment * 2 Labeling equipment * 5 Shovel * 5 Wheelbarrow * Canvas | * Adlib tum Water * Assorted Packaging material * Assorted Labels * Feed stores * Assorted Stationery * 5 Weighing equipment * 25 Calculators * 5 Computer * 5 samples of accounting documents * 5 samples of Store control documents * Assorted Pest control equipment and materials * 10 Brooms * 10 Scrubbers * 10 Mops | * 2 Pelleting machines * Sampling kits * 5 samples Feedstuff nutrient content tables * Assorted Gunny bags * 22 rolls of Twines * 25 sets of PPEs * Assorted Waste management equipment and material * 5 samples of Livestock production manual * 1 Source of power |

# **MODULE II**

# **PROCESSING OF PIG PRODUCTS AND BY-PRODUCTS**

**UNIT CODE: 0811 351 06 A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: produce pig products and by-products

**Duration of Unit:**  150 hours

**Unit Description**

This unit covers the competencies required to produce pig products and by-products. It involves collecting market information, 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.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
|  | Collect market data and information | 30 |
|  | Identify products and by-products to produce | 30 |
|  | Identify and prepare processing raw materials | 30 |
|  | Process meat to produce various pig products | 30 |
|  | Process pig waste products to produce pig by-products | 30 |
| **Total** | | **150** |

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| * + - 1. Collect market data and information | * 1. Data and information collection tools   2. Data and information collection tools distribution.   3. Collected data and information organization and analysis.   4. Survey report preparation.   5. Market feedback sharing. | * Written test * Observation * Third party report * Oral questioning * Interviews |
| * + - 1. Identify pig products and by-products to produce | * 1. Identifying pig products   2. Listing of pig products and by-products | * Written test * Observation * Third party report * Oral questioning * Interviews |
| * + - 1. Identify and prepare processing raw materials | * 1. Permits and certifications      1. Movement permits      2. No objection permits      3. Meat inspection permits      4. Food and hygiene certificate      5. Meat transportation permit   2. Operational resources      1. Raw materials      2. Tools and equipment      3. Supplies      4. Funds      5. Human resources   3. Production resources allocation      1. Sausages      2. Bacon      3. Lard      4. Cuts      5. Brawn      6. Smokies      7. Burgers   4. Developing Production schedules. | * + Written test   + Observation   + Third party report   + Oral questioning   + Interviews |
| * + - 1. Process meat to produce various pig products | * 1. Personal Protective Equipment      1. Gloves      2. Heat net      3. Gumboots      4. Facemask      5. Safety googles.   2. Identification and selecting pigs for processing.   3. Preparing pigs for slaughtering   4. Selecting pigs for slaughter   5. Inspecting carcass based on legal requirements.      1. Public health Act Cap 242      2. EMCA 1999      3. NEMA regulations      4. Meat control Act Cap 365      5. Factories Act Cap 514      6. OSH Act 2007      7. Animal welfare Act Cap 360   6. Processingpig products procedures.      1. Blood meal      2. Bone meal      3. Biogas      4. Manure      5. Brushes      6. Buttons      7. Leather   7. Implementing mechanisms to assure food safety and hygiene   8. Packaging of pig products and storing. | * Written test * Observation * Third party report * Oral questioning * Interviews |
| * + - 1. Process pig products to produce pig by-products | * 1. Identifying personal protection equipment and donning based job requirements.   2. Obtaining raw materials for pig by-product production and sorting      1. Blood meal      2. Bone meal      3. Biogas      4. Manure      5. Brushes      6. Buttons      7. Leather   3. Processing pig by-products   4. Packaging pig by-products and storing   5. Managing waste.   6. Preparing production records and report and maintaining | * Written test * Observation * Third party report * Oral questioning * Interviews |

**Suggested Methods of instructions**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction

**Recommended Resources for 25 Trainees**

|  |  |  |
| --- | --- | --- |
| **Functional pig farm with the following:** | | |
| * Tools and equipment * Chopping boards, vacuum packers, sterilizers, trays, band saws, mincers, bowl choppers, sausage casing machines, meat slicers, chopping knives, electric/mechanical stunners, butchers cleavers, sharpening steel, hooks and rollers, chain glove, electronic weighing balance, chutes, table conveyer belts, trolleys, galvanized wheel barrows, hoists, forklifts, spades, deep freezers, chillers, refrigerators, brooms, brushes, labeling and sealing machines, evaporators, air conditioners, smoking chambers, autoclave machines, quality assurance equipment and reagents | * PPEs * White dust coats, white gumboots, gloves, white cap/helmet, hair nets, white plastic aprons, dust masks, safety goggles, ear muffs and first aid kits * Materials and supplies * Portable water, Raw materials, packaging materials, labeling materials, sanitizers, disposable towels, liquid soap dispensers, ultra violet insect traps, lubricants, detergents, stationery | * Processing facility * Processing rooms, cold rooms, stores, cloak rooms, lavatory facilities, office space, furniture, condemnation pits, incinerators, washing basins, footbath, water reservoirs, laboratory, biogas digester |

# **PIGS, PIG PRODUCTS AND PIG BY-PRODUCTS MARKETING**

**UNIT CODE: 0811 351 07 A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: market pigs, pig products and pig by- products.

**Duration of Unit:** 120hours

**Unit Description**

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

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
|  | Identify market channels | 30 |
|  | Develop and implement a marketing strategy | 40 |
|  | Sale of pigs, pig products, and pig by-products | 30 |
|  | Evaluate marketing performance | 20 |
| **Total** | | **120** |

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Identify market channels | * 1. Meaning of terms:      1. market,      2. market survey,      3. market channel,      4. market policy,      5. market segmentation,      6. money,      7. supply      8. demand,      9. data,      10. Trade   2. Market is segmented based on market survey report      1. Methods of data collection are selected based on market segment.      2. Data and information collection tools are developed based on method of data collection.      3. Market survey data is collected based on tools developed      4. Collected data is organized and analyzed in accordance with acceptable/appropriate statistical procedures.      5. Market survey report is prepared and recommendations given based on findings.   3. List of market channels is developed based on market survey recommendations. | * Written test * Observation * Third party report * Oral questioning * Interviews |
| 1. Develop and implement a marketing strategy | 1. Meaning of terms: market strategy, 4Ps-product, price, promotion, profit, competitive advantage, supply and demand 2. Product promotion methods 3. Selection of product outlets 4. Types of contractual agreements 5. Product pricing 6. New product development and promotion 7. Analysis of market strategy 8. Types of marketing records 9. Documentation of marketing activities | * + Written test   + Observation   + Third party report   + Oral questioning   + Interviews |
| 1. Sale of pigs, pig products, and pig by-products | 1. Meaning of terms: product, by-products, and product outlets 2. Categories of pigs 3. Types of pig products, by-products 4. Types of pig product outlets 5. Information on product prices 6. Distribution channels of pig products 7. Documentation of sales records | * + Written Assessment   + Practical Assessment   + Third party report   + Oral Assessment |
| 1. Evaluate marketing performance | 1. Comparison of marketing objectives against current activities 2. Identification of areas of positive marketing performance 3. Remedies for poor marketing performance | * + Written Assessment   + Practical Assessment |

**Suggested Methods of instructions**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction
* Field visits

**Recommended Resources for 25 Trainees**

|  |  |  |
| --- | --- | --- |
| **Functional pig farm with the following:** | | |
| * PPEs, Capital, products, Stationery, market channels, means of transport, communication media, legal documents, office space, furniture, Report writing templates, Business plan templates, cold chain, product carriers, | * books of account, ETR Machines, market schedules | * desktop computers/laptops, Internet connection, Projectors, Telephone, |