

4. Process farm wastes	4.1 Collect farm wastes 4.2 Identify and segregate wastes 4.3 Treat and process farm wastes 4.4 Perform housekeeping	<ul style="list-style-type: none"> <li>• Self-paced/modular</li> <li>• Lecture/Discussion</li> <li>• Interaction</li> <li>• Practical Demonstration</li> <li>• Visit/tour</li> </ul>	<ul style="list-style-type: none"> <li>• Oral/Written Interviews</li> <li>• Direct Observation</li> <li>• Practical Demonstration</li> </ul>
5. Perform record keeping	5.1 Carry out inventory activities 5.2 Maintain production record 5.3 Prepare financial records	<ul style="list-style-type: none"> <li>• Self-paced/modular</li> <li>• Lecture/Discussion</li> <li>• Interaction</li> <li>• Practical Demonstration</li> <li>• Visit/tour</li> </ul>	<ul style="list-style-type: none"> <li>• Oral/Written Interviews</li> <li>• Practical Demonstration</li> </ul>

**CORE COMPETENCIES**  
**260 hour**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Methodology</b>	<b>Assessment Approach</b>
1. Perform nursery operations	1.1. Prepare nursery tools, farm implements and simple equipment 1.2. Maintain nursery facilities 1.3. Handle seeds/planting material 1.4. Prepare growing media 1.5. Conduct propagation activities	<ul style="list-style-type: none"> <li>• Hands- on</li> <li>• Lectures/ Discussion</li> <li>• Videos/ Illustrations</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Oral evaluation</li> <li>• Demonstration with questions</li> </ul>
2. Plant crops	2.1 Prepare land for planting 2.2 Conduct field lay-out 2.3 Dig holes 2.4 Perform direct seeding 2.5 Transplant seedlings	<ul style="list-style-type: none"> <li>• Hands- on</li> <li>• Lectures/ Discussion</li> <li>• Videos/ Illustrations</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Oral evaluation</li> <li>• Demonstration with questions</li> </ul>
3. Care and maintain crops	3.1. Apply pest control measure 3.2. Apply fertilizer 3.3. Water crops 3.4. Perform pruning 3.5. Perform physical growth-enhancing practices	<ul style="list-style-type: none"> <li>• Hands- on</li> <li>• Lectures/ Discussion</li> <li>• Videos/ Illustrations</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Oral evaluation</li> <li>• Demonstration with questions</li> </ul>

4. Carry-out harvest and postharvest operations	4.1. Perform pre – harvest operations 4.2. Perform harvesting activity 4.3. Perform postharvest operation 4.4. Monitor storage pest and diseases	<ul style="list-style-type: none"> <li>• Hands- on</li> <li>• Lectures/ Discussion</li> <li>• Videos/ Illustrations</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Oral evaluation</li> <li>• Demonstration with questions</li> </ul>
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### 3.2 TRAINING DELIVERY

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based in the collection of evidence of the performance of work to the industry required standard;
- Training program allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Training programs are registered with UTPRAS.

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations.
- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer facilitates the training delivery
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.
- Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.