



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package**

**For a
RABBIT FARMER**

Qualification Level: 1

Occupational Cluster: Agriculture

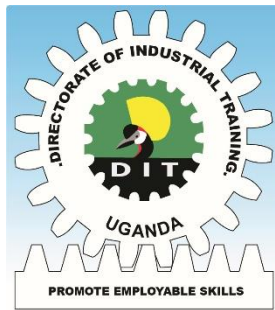
December 2020

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda



Assessment and Training Package

**For a
RABBIT FARMER**

**Qualification Level: 1
Occupational Cluster: Agriculture**

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2021

ISBN: 978-9913-9850-5-5

ISO: 9001:2015 Certificate No.: UG92580A

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Under BTVET Act, 2008, the functions of the Directorate of Industrial Training are:

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF.
- (b) To regulate apprenticeship schemes.
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF.
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate.
- (e) To accredit training institutions or companies as assessment centres.
- (f) To determine fees payable under the Act.
- (g) To develop, apply, expand and improve the purposeful application of Uganda vocational qualifications defined in the UVQF.
- (h) To assess and award Uganda Vocational Qualifications.
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading.
- (j) To prescribe the procedure for the making of training schemes.

Further to the above provisions, there is an established Uganda Vocational Qualifications Framework (UVQF), under part V of the BTVET Act, 2008. It is stated that:

The purpose of the UVQF is to;

- (a) Define occupational standards in the world of work.
- (b) Define assessment standards.
- (c) Award vocational qualifications of learners who meet the set standards of different studies.
- (d) Provide guidelines for modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:

- (a) Flexible training or learning modules.
- (b) Positive assessment and Certification.
- (c) Assessment of Prior Learning.
- (d) Recognition of formal and non-formal training.
- (e) Self-paced or individual learning.
- (f) Work place learning.

For award and recognition of certificates, the BTVET Act, 2008 provides that:

- (1) The Directorate and other examination boards established under the Act shall award certificates and diplomas for Business, Technical or Vocational Education and Training under the UVQF.
- (2) The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council.
- (3) The Certificates and Diplomas awarded under the Act shall be recognised in the Uganda education system and by the labour market.

Under the TVET Implementation Standards 2020, the proposed new mandate of the Directorate of Industrial Training shall be restricted to promoting the highest standards in the quality and efficiency of industrial training in the country and ensuring an adequate supply of properly trained manpower at all levels in the industry and the world of work.

The functions shall include:

- (a) Regulating Industrial Training and Trainers.
- (b) Developing Industrial Training Curricula.
- (c) Harmonising Curricula and Certificates of competence.
- (d) Assessing Industrial Training.
- (e) Development of Occupational Standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work.
- (f) Awarding certificates in that respect.

At operational level in the Directorate, the Qualification Standards Department performs development tasks related to concepts, procedures and instruments for establishment of the UVQF in close collaboration with both public and private stakeholders in vocational training.

In particular, the Department organises and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

The Directorate has therefore produced this Assessment and Training Package for use in implementing Competence-Based Education and Training mechanisms.

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Word from Permanent Secretary

The Kajubi Report (1989) and the Uganda Government White Paper on Education Review (1992) emphasised that the Uganda Secondary School Education should be vocationalised.

The World Bank Report on education in Uganda 2007 observed that although Uganda was experiencing steady economic growth on one hand, the secondary education curriculum was inadequately addressing the social and economic needs of the country on the other. The Report further noted that it is not the very top academic cadres that contribute most to the growth of the GDP but rather the competent middle level technicians that are flexible and technologically literate that the economy needs in the labour market at all levels.

Correspondingly, the NDP III 2020/21- 2024/5 highlights (i) low labour productivity (ii) high youth unemployment (38%) (iii) low transition rates from training to employment (35%) as some of the key challenges to Human Capital Development in Uganda.

In order to overcome these challenges, NDP III 2020/21- 2024/5, under objective 2 peaks the need to train the learners for the urgently needed skills and mainstream a dual education and training system. This paved way for the development of the lower secondary school vocational curriculum which supports both academic and vocational training.

The afore is in line with the Uganda Vision 2040. Under section 261, it emphasises that learners will be accorded opportunities to excel in the skills areas they are placed into. These will range from sports and cut to technical and vocational training. Hitherto, section 262 clearly states that the entire education system will be changed to emphasise practical skills, attitude and moral values.

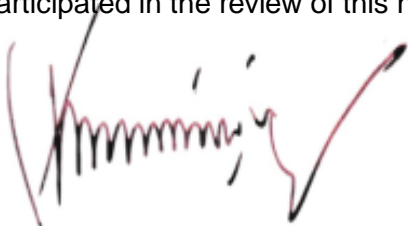
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive in the labour market. It should be emphasised that vocational training will produce graduates who are employable. In the New curriculum, emphasis will be on equipping learners with employable skills and competencies. This will enable learners perform the requisite duties of the specified occupations. This is the reason why the lower secondary school vocational curriculum was tailored to the assessment requirements of the world of work.

Reading from the Curriculum Framework page 12, it is stated that the learners will be assessed by DIT. Upon assessment and certification, the graduates will be employable and competitive in the labour market. It's against this background that DIT, within its mandate vested in the BTVET Act, 2008 comes on board to take the lead in the development of the requisite Assessment and Training Packages (ATPs) for the various occupations that will be assessed under the Lower Secondary Curriculum.

The ATPs can be used by any training provider and/or those who wish to present themselves for Occupational Assessment and Certification.

Herewith, the Directorate of Industrial Training presents the Assessment and Training Package for training, assessment and certification of a **RABBIT FARMER QUALIFICATION LEVEL 1**.

Finally, I thank all individuals, organisations and review partners who have contributed and/or participated in the review of this noble document.



Alex Kakooza
Permanent Secretary

Executive Summary

This Assessment and Training Package is a Competence-Based Education and Training (CBET) tool and consists of three major parts:

- 0.1 **PART I: The Occupational Profile (OP) of a RABBIT FARMER.** This Occupational Profile which was reviewed by Rabbit farmers practicing in the world of work mirrors the duties and tasks that Rabbit farmers are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train rabbit farmers both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been reviewed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: Assessment Instruments** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as a RABBIT FARMER. These assessment instruments were reviewed jointly by job practitioners (Rabbit farmers) and instructors based on the occupational profile and training modules.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, - including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**
- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

0.7 The parts of this Assessment and Training Package were sequentially reviewed as follows:

- i Part 1: Occupational Profile: **August 2020**
- ii Part 2: Training Modules: **August 2020**
- iii Part 3: Assessment Instruments (initial bank): **August 2020**

This ATP (or parts of it) may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

DIT takes responsibility of any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. The suggestion can be communicated to DIT through P.O. Box 20050, Kampala or through email uvaf.dit@gmail.com.



Patrick Byakatonda
Ag Director

Acknowledgement

The Qualifications Standards Department of DIT acknowledges the valuable contributions to the review of this Assessment and Training Package by the following persons, Institutions and organisations:

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of rabbit farming from various secondary schools.
- Agriculture Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

Abbreviations and Acronyms

A&C	Assessment and Certification
ATP	Assessment and Training Package
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-Working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
TVET	Technical, Vocational, Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

Key Definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	Integration of skills, knowledge, attitudes, attributes and expertise in performing tasks in the world of work to a set standard.
Competency	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
CBET	Competence-Based Education and Training means that programmes: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment LWAs are real work situations /assignments.
Modules	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.

Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

Occupational Profiles define what a person is supposed to do in performance terms. It also contains generic information regarding related knowledge and skills, attitudes/behavior, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

Occupational profiles are the reference points for developing modular curricular and assessment standards.

Qualification A qualification is a formal recognition for demonstrating competence, based on formal assessment against set standards. A qualification is provided to the individual in form of a certificate specifying the nature of the competence.

Task Job tasks represent the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point. Tasks can be observed and measured. (*Also see: Duty*)

1.0 ATP-PART I

Occupational Profile for a RABBIT FARMER

- 1.1 The OCCUPATIONAL PROFILE (OP) for a “Rabbit Farmer” below defines the **Duties** and **Tasks** a competent Rabbit farmer is expected to perform in the world of work (on the job) in Uganda and the East African region today.
- 1.2 Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of training modules and assessment instruments (test items) which are directly relevant to employment in Ugandan and the East African businesses and industries.
- 1.3 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of “occupational/job profiling.

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop, the panelists defined the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panelists, facilitators and coordinators who participated in reviewing this Occupational Profile are listed on the following page.

Expert Panel

Nansamba Janat

Valor Rabbit Farm

Ssentamu Pascal

St. Joseph Girls' S.S Nsambya

Musisi Mathias

St. Balikuddembe S.S Buwama

Mugerwa Frank

Frank Rabbit Farm

Ngabirano Emmanuel

Transacultural Physical Organisation

Mugenyi Sebastian

Rugarama S.S Ntungamo

Kanzala Erusa Okello

Kello Mixed Farm Ug.

Barekye Julius

Barekye Rabbits

Twinamasiko Bosco

Gudie Leisure Farm

Wabwire Denis

Wakiso S.S for the Deaf

Lwasampijja Micheal

Harold Rabbits

Akankwasa Pius

Cunniculture Plus

Facilitators

Kirabira Yusuf

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Mwanguzi Willy

Directorate of Industrial Training

Coordinator

Mukyala Ruth

Directorate of Industrial Training

Funded by

The Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

For a

"Rabbit Farmer"

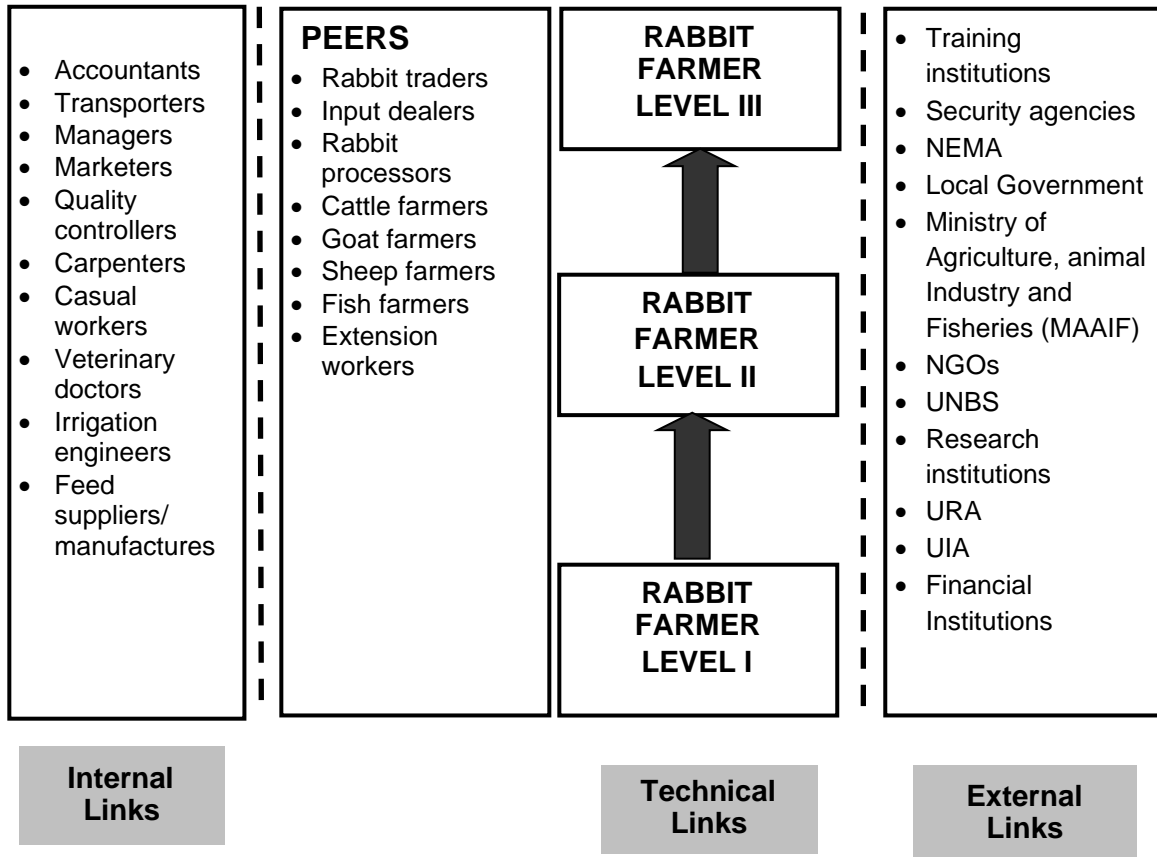
Reviewed by: Qualifications Standards
Department of Directorate of Industrial Training

Dates of workshop: 17th- 21st August 2020

NOMENCLATURE FOR THE OCCUPATION OF RABBIT FARMER.

Definition: A **RABBIT FARMER** is a person who rears rabbits in an agricultural setting for commercial purposes.

JOB ORGANISATION CHART FOR A RABBIT FARMER



Descriptions for the levels in the occupation of Rabbit Farmer

UVQ Level I Rabbit Farmer: is a person who rears rabbits on free range and deep litter systems using basic husbandry practices for commercial purposes.

UVQ Level II Rabbit Farmer: is a person who rears improved breeds of rabbits under intensive management system using improved husbandry practices for commercial purposes.

UVQ Level III Rabbit Farmer: is a person who breeds and rears rabbits using advanced husbandry practices for commercial purposes.

Duties and Tasks

A. PLAN RABBIT FARM WORK	A1 Carry out feasibility study	A2 Determine farm location	A3 Determine factor inputs
	A4 Prepare financial plan	A5 Determine site structural plan	A6 Prepare work schedules
	A7 Determine Rabbit breeds	A8 Prepare procurement plan for inputs	A9 Determine production methods
	A10 Plan rabbit nutrition and reproduction management	A11 Determine tools, equipment, implements and materials	

B. ESTABLISH RABBIT FARM	B1 Secure land	B2 Survey site	B3 Clear site
	B4 Demarcate land	B5 Design structural plans	B6 Participate in construction of farm structures
	B7 Install Utilities	B8 Install Accessories	B9 Assign work
	B10 Stock Farm	B11 Procure farm inputs	

C. FEED RABBITS	C1 Prepare feeds	C2 Clean feed troughs	C3 Store feeds
	C4 Serve feeds	C5 Harvest water	C6 Monitor feeding
	C7 Practice foster mothering	C8 Conserve forage	C9 Monitor rabbit growth
	C10 Keep feeding records		

D. BREED RABBITS	D1 Make breeding Schedule	D2 Select breed stock	D3 Collaborate with service providers
	D4 Care for does	D5 Assist for deliveries	D6 Conduct experiments
	D7 Care for mothers	D8 Care for Kittens	D9 Care for nursing does

E. ESTABLISH FORAGE	E1 Prepare land	E2 Select forage	E3 Plant forage
	E4 Apply growth boosters	E5 Irrigate forage	E6 Control pests

F. MAINTAIN RABBIT FARM	F1 Control parasites and diseases	F2 Control vices	F3 Vaccinate rabbits
	F4 Repair farm structures	F5 Treat rabbits	F6 Isolate sick rabbits
	F7 Train rabbits	F8 Trim nails	F9 Castrate rabbits
	F10 Groom rabbits	F11 Grade rabbits	F12 Cull rabbits
	F13 Identify rabbits		

G. MANAGE RABBIT FARM TOOLS AND EQUIPMENT	G1 Prepare maintenance schedule	G2 Train workers on tools and equipment use	G3 Disinfect tools
	G4 Service farm tools and equipment.	G5 Allocate tools and equipment to workers	G6 Store tools and equipment
	G7 Repair/replace equipment/parts		

H. PERFORM OCCUPATIONAL SAFETY, HEALTH AND ENVIRONMENTAL PROTECTION PRACTICES	H1 Control soil erosion	H2 Control over grazing	H3 Administer first aid
	H4 Manage waste	H5 Provide sanitation facilities	H6 Sensitise workers on health and environmental issues
	H7 Provide protective gear	H8 Perform fire fighting	H9 Participate health and safety training
	H10 Observe animal legislation acts	H11 Observe bio security	H12 Observe animal welfare and rights

I. MARKET RABBIT	I1 Brand products	I2 Pack products	I3 Label Rabbits
	I4 Price products	I5 Advertise rabbit and products	I6 Store products
	I7 Transport rabbit and products	I8 Transport rabbit and products	

J. PERFORM ADMINISTRATIVE TASKS	J1 Mobilize resources	J2 Recruit workers	J3 Prepare duty roster
	J4 Supervise workers	J5 Secure operational permits	J6 Appraise workers
	J7 Attend technical meetings	J8 Advise clients and workers on technical matters	J9 Prepare technical reports
	J10 Prepare administrative reports	J11 Mentor workers	J12 Manage conflicts
	J13 Guide and counsel workers	J14 Keep records	

K. PURSUE CONTINUOUS PROFESSIONAL DEVELOPMENT	K1 Network with peers on technical matters	K2 Participate in rabbit related activities	K3 Obtain membership in professional associations
	K4 Review trade publications	K5 Train interns and other stake holders	K6 Participate in apprenticeship trainings
	K7 Participate in trade fairs and shows	K8 Participate in technical seminars/work shops	K9 Upgrade professional levels

Additional Information

Generic knowledge & skills	
<ol style="list-style-type: none"> 1. Tools equipment and implement usage, operation & maintenance 2. Waste management 3. Safety, health and environment 4. Environmental changes 5. Awareness 6. Quality control 7. Communication skills 8. Information and Communication Technology 9. Financial literacy 10. Problem solving 11. Numeracy and literacy skills 12. Drug administration in rabbits 13. First aid 14. Care for kittens 15. Rabbit farm bi-products utilisation 16. Teamwork and cooperation 17. Resource mobilisation and management 18. Entrepreneurship skills 19. Public relations 20. Counseling and guidance of staff 21. Interpersonal relations 	<ol style="list-style-type: none"> 22. Time management 23. Types of transport 24. Staff training and mentoring skills 25. Analytical skills 26. Record keeping 27. Feed conservation 28. Rabbit growth and development stages 29. Business and customer service skills 30. Human resource management 31. Cleaning skills 32. A good eye for detail 33. Ergonomics 34. Rabbit diseases and their signs and symptoms 35. Rabbit breeds 36. Rabbit behavior 37. Rabbit feeds and nutrients 38. Rabbit gestation period 39. Planning skills 40. Leadership skills 41. Pastures and their management 42. Rabbit management systems 43. Pests and parasites and their control 44. Marketing skills 45. Negotiation skills 46. Rabbit handling

<p>Attitudes / Traits / Behavior</p> <ol style="list-style-type: none"> 1. Self-motivated 2. Trust worthy 3. Honest 4. Tolerant 5. Hard working 6. Team work 7. Disciplined 8. Good time management 9. Committed 10. Good listener 11. Flexible 12. Result oriented 13. Curious 14. Competitive 15. Innovative and creative 16. Healthy 	<ol style="list-style-type: none"> 17. Knowledgeable 18. Patient 19. Polite 20. Social 21. Vigilant 22. Calm 23. Respectful 24. Confident 25. Intelligent 26. Logical 27. Trainable 28. Tidy 29. Cooperative 30. Kind 31. Observant 32. Responsible
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<p>Future Trends and Concerns</p> <ol style="list-style-type: none"> 1. Self-criticism 2. Customer care 3. Benchmarking with rabbit farmers in other countries 4. Computer literacy 5. Need to have rabbit farming products on the international markets 6. Need for advanced technology 7. Skills competition in rabbit farming products 8. Public awareness of rabbit farming and its benefits 9. Open line of progression/ career development 10. Value addition to rabbit products 11. Poor extension services 12. Price fluctuations of livestock products 	<ol style="list-style-type: none"> 13. Fake drugs on the market 14. Expired drugs on the market 15. Fake veterinary personnel 16. Lack of vaccines 17. Limited management skills 18. High process for exotic breeds 19. Limited technology 20. Inadequate land for expansion of livestock farming 21. Seasonal markets 22. Severe climatic changes 23. Limited processing industries 24. Government policy 25. Inadequate networking among rabbit farmers 26. Inadequate reading centres 27. Lack of local research on rabbits 28. Lack of rabbit veterinary specialists 29. Lack of rabbit nutritionists
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<p>Tools, Equipment and Materials</p> <ol style="list-style-type: none"> 1. Wheel barrows 2. Hammer 3. Scrubing brushes 4. Nails 5. Pangas 6. Slashers 7. Bow sows 8. Forage seeds 9. Agricultural chemicals(Pesticides) 10. Acarcides 11. First aid kit 12. Thermometer 13. Jerrycans 14. Knapsack sprayers 15. Bucket pump 16. Weighing scales 17. Hoes 18. Rakes 19. Barbed wire(rolls) 20. Watering cans 21. Timber 22. Posts/poles 23. Spades 24. Coarse aggregates 25. Eartag applicator 26. Ear tags 27. Brooms 28. Chain link 29. Packing material 30. Maize brand 31. Steel brushes 32. Silicon funnel 	<ol style="list-style-type: none"> 33. Sand 34. Cement 35. Iron sheets 36. Water 37. Gloves 38. Overalls 39. Gum boots 40. Headgear 41. Record books 42. Tractors 43. Disk ploughs 44. Disk harrows 45. Planters 46. Sisal ropes 47. Tractor slashers 48. Computers 49. Vehicles 50. Motor bikes 51. Bicycles 52. Stationeries 53. Furniture 54. Notchers 55. Drenching gun 56. Tarpaulins 57. Training boards 58. Fly traps 59. Telephone 60. Feeds 61. Nipples 62. Kindling boxes 63. Surgical blades 64. Gutters 	<ol style="list-style-type: none"> 65. Nail trimmers 66. Feed troughs 67. Water troughs 68. Hose pipes 69. Water pipes 70. Water pumps 71. Taps 72. Growth boosters 73. Fire extinguishers 74. Store 75. Incinerator 76. Generator 77. Fuel 78. Harvesters 79. Chaff cutter 80. Surveying materials 81. Feed mixers 82. Syringes 83. Needles 84. Refrigerator 85. Knives 86. Milling machines 87. Fertilisers 88. Manure 89. Bags 90. Disinfectant 91. Drugs 92. Soap 93. Visitors books 94. Charcoal 95. Charcoal stove 96. Salt 97. Multi vitamins 98. Shells 99. Sunflower meal 100. Slated sickle 101. Pelleting machine 102. Syringes
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2.0 ATP – PART II

Training Modules for a Rabbit Farmer

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Rabbit farmer occupation to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centres, as well as companies can accommodate more students in a given period of time.
- 2.3 The modules were reviewed jointly by both instructors and job practitioners. They were reviewed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training centre, at the workplace or a combination of both.

WHO IS A RABBIT FARMER QUALIFICATION LEVEL 1

A **RABBIT FARMER LEVEL 1** is person who rears rabbits on free range and deep litter systems using basic husbandry practices for commercial purposes.

TRAINING MODULES FOR A RABBIT FARMER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/RF/M1.1	Establish a Rabbit Farm	240	06
UE/RF/M1.2	Feed Rabbits	200	05
UE/RF/M1.3	Manage a Rabbit Farm	240	06
UE/RF/M1.4	Establish a Rabbit Farming Enterprise	160	04
Summary	Training Modules	840 hours	21 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 160hours of nominal learning

Information given on the average duration of training should be understood as a guideline. Quick learners may need less time than indicated or vice versa.

At completion of a module, the learner should be able to satisfactorily perform the included Learning Working Assignments, their Practical exercises and attached theoretical instructions as the minimum exposure.

Prior to summative assessment by recognised agencies, the users of these modules guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP.

TRAINING MODULES FOR RABBIT FARMER

Module title	M1.1: Establish A Rabbit Farm
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Rabbit Farmer UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee shall be able to establish a sustainable rabbit farm.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Prepare Site LWA 1/2: Construct farm structures LWA 1/3: Stock farm LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated until the trainee acquires the targeted competence;</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 1/1: Prepare Site</p> <p>PEX 1.1: Select site PEX 1.2: Clear site PEX 1.3: Demarcate site PEX 1.4: Fence site PEX 1.5: Set up utilities</p>
	<p>LWA 1/2: Construct Rabbit Farm Structures</p> <p>PEX 2.1: Design a farm lay out PEX 2.2: Design a structural plan PEX 2.3: Construct hutch units PEX 2.4: Fence off animal structure PEX 2.5: Maintain farm structures PEX 2.6: Manage construction tools and equipment PEX 2.7: Perform occupational health, safety and environmental protection practices</p>

	<p>LWA 1/3: Stock Farm PEX 3.1: Select breed PEX 3.2: Determine stock density PEX 3.3: Observe biosecurity measures PEX 3.4: Procure rabbits PEX 3.5: Distribute rabbits to hutch units</p>
	<p>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Display safety signs PEX 4.2: Wear protective gear PEX 4.3: Administer first aid PEX 4.4: Manage waste PEX 4.5: Maintain personal hygiene and sanitation PEX 4.6: Perform fire fighting PEX 4.7: Observe regulations and policies PEX 4.8: Sensitise workers and the neighboring community on OHSE PEX 4.9: Observe bio security measures PEX 4.10: Provide Security</p>
<p>Occupational health and safety</p>	<p>Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.</p>
<p>Pre-requisite modules</p>	<p>None</p>
<p>Related knowledge/ theory</p>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Cuniculture • Construction of rabbit hutches and support structures • Pasture management • First aid administration • Tools, equipment and material usage • Fire fighting techniques • Soil and water conservation techniques • Regulations and policies in the livestock sector • Rabbit breeds • Animal husbandry practices • Market trends in rabbit farming

Average duration of learning	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 days of occupational theory • 25 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/equipment/ implements or equivalent	slasher, hoe, panga, hammer, carpentry workshop tools, first aid kit, personal protective gear, firefighting equipment, building tools, hanging wires, water utilities, fencing tools
Minimum required materials and consumables or equivalent	labels, reeds, timber, water, fencing materials, building materials
Special notes	

Code	UE/RF/M1.2
Module title	M1.2: Feed Rabbits
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Rabbit farmer UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to prepare and serve rabbit feeds
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Prepare Feeds</p> <p>LWA 2/2: Serve Feeds</p> <p>LWA 2/3: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competences. 2. The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 2/1: Prepare Feeds</p> <p>PEX 1.1: Obtain ingredients</p> <p>PEX 1.2: Batch ingredients</p> <p>PEX 1.3: Prepare ratios</p> <p>PEX 1.4: Mix ingredients</p> <p>PEX 1.5: Harvest forage</p> <p>PEX 1.6: Sort forage</p> <p>PEX 1.7: Wilt forage</p> <p>PEX 1.8: Chop forage</p> <p>PEX 1.9: Salt forage</p> <p>PEX 1.10: Pellet forage</p> <p>PEX 1.11: Store feeds</p> <p>LWA 2/2: Serve Feeds</p> <p>PEX 2.1: Clean feeding and drinking troughs/containers</p> <p>PEX 2.2: Ration feeds</p> <p>PEX 2.3: Stuff feeding troughs/containers</p> <p>PEX 2.4: Fill drinking troughs/containers</p> <p>PEX 2.5: Add mineral supplements</p>

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	<p>LWA 2/3: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 3.1: Display safety signs PEX 3.2: Wear protective gear PEX 3.3: Administer first aid PEX 3.4: Manage waste PEX 3.5: Maintain personal hygiene and sanitation PEX 3.6: Perform firefighting PEX 3.7: Observe regulations and policies PEX 3.8: Observe bio security measures PEX 3.9: Provide security</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Feed ingredients • Feed mixing procedure • Feeding schedules • Feed supplements • Feed types • Feed conservation • Anti-microbial • Hygiene and sanitation • Waste management • Measurement • Food rationing • Nutrient requirements • Prophylaxis treatment
Average duration of learning	<p>200 hours (25days) of nominal learning suggested to include</p> <ul style="list-style-type: none"> • 5 days of occupational theory and • 20 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place

Assessment	Assessment to be conducted according to established regulations by recognised assessment boy using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	weighing scale, panga, spade, wheelbarrow, sickle, over all, gloves, head gear, nose mask, brooms, tarpaulin/mixing platform, milling device, gum boots, feeding containers
Minimum required materials and consumables or equivalent	feeds, mineral supplements, water, feed concentrates, packaging material, detoxifiers,
Special notes	The theory and practice must be integrated during training

Code	UE/RF/M1.3
Module title	M1.3: Manage a Rabbit Farm
Related Qualification	Part of Uganda Vocational Qualification (Rabbit farmer UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to sustainably maintain a rabbit farm.
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Grow Forage LWA 3/2: Maintain Forage LWA 3/3: Control Rabbit Diseases LWA 3/4: Control Rabbit Parasites LWA 3/5: Perform Occupational Health and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competences; 2. The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning working assignment
Related Practical Exercises (PEXs)	<p>LWA 3/1: Grow Forage PEX 1.1: Select site PEX 1.2: Clear site PEX 1.3: Identify forage seed stock PEX 1.4: Plant forage PEX 1.5: Apply fertilisers</p> <p>LWA 3/2: Maintain Forage PEX 2.1: Weed forage PEX 2.2: Spray forage PEX 2.3: Top forage PEX 2.4: Fertilise forage PEX 2.5: Control pests and diseases PEX 2.6: Harvest forage PEX 2.7: Reseed forage/over-sow PEX 2.8: Irrigate forage PEX 2.9: Control soil erosion PEX 2.10: Fence forage land</p>

	<p>LWA 3/3: Control Rabbit Diseases PEX 3.1: Identify sick rabbits PEX 3.2: Fence off hutch PEX 3.3: Isolate sick rabbits PEX 3.4: Disinfect hutch PEX 3.5: Perform basic treatment PEX 3.6: Report disease outbreaks PEX 3.7: Dispose of rabbits waste</p> <p>LWA 3/4: Control Rabbit Parasites PEX 4.1: Identify parasites PEX 4.2: Spray surroundings PEX 4.3: Dust rabbits PEX 4.4: Clear bushes PEX 4.5: Control vermin/vectors</p> <p>LWA 3/5: Perform Occupational Health Safety and Environmental Protection Practices PEX 5.1: Display safety signs PEX 5.2: Wear protective gear PEX 5.3: Administer first aid PEX 5.4: Manage waste PEX 5.5: Maintain personal hygiene and sanitation PEX 5.6: Perform firefighting PEX 5.7: Observe regulations and policies PEX 5.8: Observe bio security measures PEX 5.9: Provide security</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/theory	<p><i>For occupational theory suggested for instruction/ demonstration the trainer is not limited to the outline below. In any case, related knowledge/theory may be obtained from various recognised reference materials as appropriate:</i></p> <p><i>Know:</i></p> <ul style="list-style-type: none"> • Water conservation methods • Measurements and dimensions • Tool storage and maintenance • Numeracy

	<ul style="list-style-type: none"> • Literacy • Firefighting • First aid • Health, safety and environmental concerns • Forage varieties & Forage types • Forage management • Re-seeding forage • Fertilisers • Fertiliser application • Forage conservation • Forage harvesting • Spray techniques • Rabbit disease and management • Rabbit parasites and management
Average duration of learning	240 hours (30days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 05 days of occupational theory and • 25 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place
Assessment	Assessment to be conducted according to established regulations by a recognised assessment boy using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	drenching gun, sprayer, hoe , wheel barrows, spade, water containers, fire extinguishers,
Minimum required materials and consumables or equivalent	water, antibiotics, syringes, fodder, gum boots, gloves, disinfectants, growth boosters, pesticides
Special notes	The theory must be integrated into the practice during training.

Code	UE/RF/M1.4
Module title	M1.4: Establish a Rabbit Farming Enterprise
Related Qualification	Part of Uganda Vocational Qualification (Rabbit farmer UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to set up and sustain a rabbit farming enterprise
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Prepare Production Plan LWA 4/2: Market Rabbit LWA 4/3: Perform administrative tasks LWA 4/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competences; 2. The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning working assignment
Related Practical Exercises (PEXs)	<p>LWA 4/1: Prepare production plan PEX 1.1: Develop business idea PEX 1.2: Determine required resources PEX 1.3: Identify source of resources PEX 1.4: Determine enterprise location PEX 1.5: Determine market PEX 1.6: Obtain enterprise related training PEX 1.7: Register with enterprise related associations PEX 1.8: Prepare budget PEX 1.9: Schedule production activities</p> <p>LWA 4/2: Market rabbit PEX 2.1: Cost resources PEX 2.2: Price products PEX 2.3: Sell products PEX 2.4: Brand products PEX 2.5: Communicate with stakeholders PEX 2.6: Negotiate prices with customers PEX 2.7: Provide technical advice to customers PEX 2.8: Advertise products</p>

	<p>PEX 2.9: Store products PEX 2.10: Promote sales PEX 2.11: Participate in exhibition PEX 2.12: Transport sales</p> <p>LWA 4/3: Perform Administrative Tasks PEX 3.1: Keep business records PEX 3.2: Review business development trends PEX 3.3: Network with peers PEX 3.4: Manage finances PEX 3.5: Market rabbit enterprise PEX 3.6: Manage human resource PEX 3.7: Prepare portfolio PEX 3.8: Formalise business PEX 3.9: Secure land PEX 3.10: Recruit workers PEX 3.11: Secure rabbit production implements PEX 3.12: Train workers PEX 3.13: Pursue continuous professional development</p> <p>LWA 4/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Administer first aid PEX 4.2: Wear protective gear PEX 4.3: Manage waste PEX 4.4: Perform fire fighting PEX 4.5: Display signs</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/theory	<p><i>For occupational theory suggested for instruction / demonstration the trainer is not limited to the outline below. In any case, related knowledge/theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Budgeting • Record keeping • Pricing • Health safety and environmental concerns • Numeracy • Literacy

	<ul style="list-style-type: none"> • First aid • Communication skills • Pesticides • Human resources management • Rabbit body scoring skill • Administrative skills • Market trends in livestock farming • ICT Skills
Average duration of learning	160 hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>05 day of occupational theory and</i> • <i>15 days of occupational practice</i>
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place
Assessment	Assessment to be conducted according to established regulations by a recognised assessment boy using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	furniture, computers, calculators, weighing scale, knives, pangas, gum boots, overall, masks, head gears, transport means, fire extinguisher
Minimum required materials and consumables or equivalent	paper, pencils, fuel, books, packaging materials, disinfectants,
Special notes	The theory must be integrated into the practice during training

3.0 ATP- PART III

Assessment Instruments for a Rabbit Farmer

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards.
- 3.2 Assessment of occupational competence should comprise of both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the occupational profile and training modules, a combined panel of job practitioners and Instructors reviewed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items.
 - Multiple choice test items
 - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a RABBIT FARMER are included.

Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching with generic	2
4.	Written (Theory)- matching cause and effect	1
5.	Written (Theory)- matching work sequence	2
6.	Performance (Practical) test items	1
Total		10

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Rabbit Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generi c	Cause- Effect	Work-sequence
Complexity level:	C2			
Date of OP:	August 2020			
Related modules:	M1:3			
Time allocation:	5 Minutes			

Test Item	List any 5 (five) ways of controlling rabbit diseases
Answer spaces	(i) (ii) (iii) (iv) (v)
Expected key (answers)	(i) Bush clearing (ii) Isolation of sick animals (iii) Disinfecting the hutch (iv) Proper feeding (v) Use of fly traps to control vectors (vi) Fencing the hutch (vii) Proper disposal of rabbit waste (viii) Vaccination (ix) Drenching to control internal infections (x) Use of bloom stick

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	Rabbit Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	August 2020			
Related modules:	M1:2			
Time allocation:	2 Minutes			

Test Item	State any 5 (five) nutritive values contained in rabbit feeds
Answer spaces	(i) (ii) (iii) (iv) (v)
Expected key (answers)	(i) Carbohydrates (ii) Proteins (iii) Vitamins (iv) Mineral salts (v) Fats & oils (vi) Water

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	Rabbit Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	August 2020			
Related modules:	M1:4			
Time allocation:	2 minutes			

Test Item	A house for rabbits is.....
Distracters and correct answer	A. Pen B. Kraal C. Hutch D. Sty

Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	Rabbit Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	August 2020			
Related modules:	M1:2			
Time allocation:	2 Minutes			

Test Item	Which one of the following stages of growth is suitable for harvesting black jack to feed rabbits?
Distracters and correct answer	A. Before flowering B. At flowering C. After flowering D. After germination

Key (answer)	B
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Rabbit Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	August 2020			
Related Modules:	M1:3			
Time allocation:	4 minutes			

Test Item	Match the following activities carried out on a rabbit farm with their appropriate tools and materials
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Activities	
1	Feeding
2	Castration
3	Cleaning
4	Disinfection
5	Treatment

Tools	
A	Blades
B	Spades
C	Containers
D	Syringes
E	Knapsack sprayer
F	Panga
G	Wire mesh

Key (answer)	1:C, 2:A, 3:B, 4:E, 5:D
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Rabbit Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
			√	
Complexity level:	C2			
Date of OP:	August 2020			
Related modules:	M1:3			
Time allocation:	3 minutes			

Test Item	Match the following conditions with their possible causes
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Column A(Conditions)	
1	Coccidiosis
2	Ear & skin disease
3	Cannibalism in does
4	Bloat
5	Dwarfism
6	Sneezing
7	Skin larva infection

Column B(Causes)	
A	Lack of iron
B	Too much protein in feeds
C	In breeding
D	Strike flies
E	Poor feed scheduling
F	Dirty hutch
G	Fungus
H	Urine retention in the hutch
I	Tsetse fly

Key (answer)	1:F, 2:G, 3:A, 4:E, 5:C, 6:H, 7:D
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DIT/QS	Test Item Database Written (Theory) Test Item- no.8			
Occupational Title:	Rabbit Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C2			
Date of OP:	August 2020			
Related modules:	M1:3			
Time allocation:	4 minutes			

Test Item	The following are steps involved in processing rabbit hay. Arrange them in their chronological order.
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Batch forage
2 nd	B	Harvest forage
3 rd	C	Store hay
4 th	D	Dry forage
5 th	E	Bale forage
6 th	F	Sort forage

Key (answer)	1:B, 2:F, 3:D, 4:E, 5:A, 6:C
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Rabbit Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C3			
Date of OP:	August 2020			
Related modules:	M1:2			
Time allocation:	5 minutes			

Test Item	Arrange in order the steps followed when processing rabbit pellet feeds
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Mix ingredients
2 nd	B	Establish sources of ingredients
3 rd	C	Label packages
4 th	D	Pellet the feeds
5 th	E	Purchase ingredients
6 th	F	Store feeds on raised platform
7 th	G	Batch ingredients
8 th	H	Package
9 th	I	Prepare mix ratios
10 th	J	Clean mix preparation on platform
11 th	K	Batch feeds

Key (answer)	1:B, 2:E, 3:G, 4:J, 5:I, 6:A, 7:D, 8:H, 9:C, 10:K, 11:F
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PERFORMANCE TEST ITEMS (Samples)

DIT/ QS	Test Item Database Performance Test Item- no.10
Occupational Title:	Rabbit Farmer
Competence level:	1
Code no.	
Test Item:	a) Disinfect the hutch provided against disease causing organisms using a bucket spray pump b) Administer an oral de-wormer to treat a rabbit with internal parasites.
Complexity level:	P 3
Date of OP:	August 2020
Related Module:	M1.3
Related skills and knowledge:	spraying schedules, administration of chemicals and drugs, rabbit diseases and parasites, spraying methods, signs and symptoms of diseases and parasites, animal welfare, measurements, tools and material handling
Required tools, materials and equipment:	bucket, spray pump, measuring cylinder, water detergents de-wormers, wrapping cloth, drenching gun
Time allocation:	2 hours
Preferred venue:	Hutch premises
Remarks for candidates	Health and safety precautions should be taken
Remarks for assessors	Provide necessary tools, equipment and materials to candidates

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for task	Wore protective gear		
		Boots		1
		Overall		1
		Eye shield		1
		Gloves		1

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Nose mask		1
		Head gear		1
		Cleaned work area	2	
		No rubbish observed in the hutch and surrounding area		2
		Arranged equipment, tools and materials	1	
		Equipment, tools and materials arranged in order of use		2
		Assembled a spray pump	2	
		No leakages observed on the pump		2
2	Preparation of disinfectant	Measured disinfectant and water according to manufacturer's instructions	2	
		Right disinfectant to water ratio verified		2
		No spillage of disinfectant observed		2
		First mixed disinfectant with small amount of water (e.g. 1litre) then topped to the mark	3	
3	Spraying of hutch premises	Sprayed inside the hutch	3	
		Sprayed outside the hutch	2	
		Sprayed the surrounding area	1	
		Even distribution of disinfectant on surfaces observed		3
		Cleaned feeding containers		2
4	Preparation for deworming	Weighed rabbit	2	
		Measured right amount of de-wormer		2
		Prepared suspension	3	
		A uniform suspension observed		2
		Measured right amount of suspension		3
5	Administration of dewormer	Calmed rabbit	2	
		Held rabbit by the skin at the back of the neck	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Wrapped rabbit in a cloth		1
		Administered de-wormer	3	
		No injuries on the rabbit observed		2
		Correct use of dosing device observed	2	
		Held the neck to facilitate swallowing	1	
		No spillage of de-wormer observed		1
		Marked rabbit after administration of de-wormer		1
6	Performing post treatment tasks	Recorded date and type of a de-wormer used		3
		Cleaned tools and equipment		2
		Stored unused materials		1
		Stored tools and equipment		1
		Removed protective gear		1
	TOTAL 72		31	41

4.0 ATP- PART IV

INFORMATION ON REVIEW PROCESS

4.1 Occupational Profile Review (August 2020)

The Occupational Profile was exclusively reviewed by job practitioners who were working in the Rabbit Farmer occupation. The job expert panel, guided by UVQF Facilitators defined duties and tasks performed and provided additional generic information regarding the occupation.

4.2 Training Module Review (August 2020)

Based on the Occupational Profile for a Rabbit farmer of August 2020, Training Modules were reviewed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Review (August 2020)

Based on the Occupational Profile for a Rabbit Farmer of August 2020, and Training Modules, Test Items were reviewed by combined panels of instructors and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

The rationale for the Assessment and Training Package reviewed was to link Vocational Education and Training to the real world of work by bridging Occupational Standards to Training Standards through industry-led Standards-Based Assessment.

Active participation of both instructors and job practitioners' panels consolidated the review philosophy.

The panelists worked as teams in workshop settings complemented by off-workshop field research and literature review activities including international benchmarking.

4.5 Review Panel

The participating panels of Job Practitioners required at different stages were constituted by members from the following organisations:

	Name	Institution/ Organisation
1.	Nansamba Janat	Valor Rabbit Farm
2.	Ssentamu Pascal	St. Joseph Girls' S.S Nsambya
3.	Musisi Mathias	St. Balikuddembe S.S Buwama
4.	Mugerwa Frank	Frank Rabbit Farm
5.	Ngabirano Emmanuel	Transcultural Physical Organisation Uganda
6.	Mugenyi Sebastian	Rugarama S.S Ntungamo
7.	Kanzala Erusa Okello	Kello Mixed Farm Ug
8.	Barekye Julius	Barekye Rabbits
9.	Twinamasiko Bosco	Gudie Leisure Farm
10.	Wabwire Denis	Wakiso S.S For the Deaf
11.	Lwasampijja Michael	Harold Rabbits
12.	Akankwasa Pius	Cunniculture Plus

4.6 Quality check panel

No.	NAME	ORGANISATION
1.	Sendikaddiwa James Kajubi	NCDC
2.	Aryatuha Ronnet	DIT
3.	Ssentongo Simon Peter	DIT
4.	Sempala Patrick	MoES
5	Mugabe Brian	DIT

4.6 Facilitator team

This Assessment and Training Package was reviewed by a facilitator team listed below:

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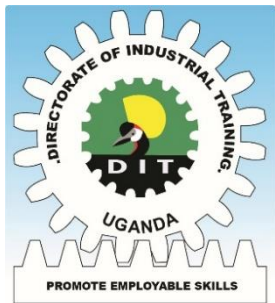
7. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT

4.7 Reference time:

This Assessment and Training Package was compiled in August 2020 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

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ISBN 978-9913-9850-5-5

