



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package
For a
SHEEP FARMER**

Qualification Level: 1

Occupational Cluster: Agriculture

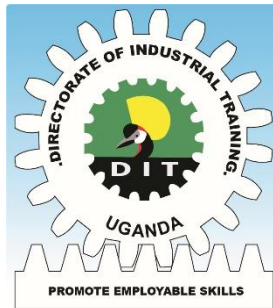
December 2020

Reviewed by:

**Directorate of Industrial Training
Qualifications Standards Department**

Supported by:

Government of Uganda



Assessment and Training Package

For a

SHEEP FARMER

Qualification Level: 1

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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 **SHEEP 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 SHEEP FARMER.** This Occupational Profile which was reviewed by Sheep farmers practicing in the world of work mirrors the duties and tasks that Sheep farmers are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Sheep 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 SHEEP FARMER. These assessment instruments were reviewed jointly by job practitioners (Sheep 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 Sheep 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)	<p>An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.</p> <p>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.</p> <p>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.</p> <p>Occupational profiles are the reference points for developing modular curricular and assessment standards.</p>
Qualification	<p>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.</p>
Task	<p>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. <i>(Also see: Duty)</i></p>

1.0 ATP-PART I

Occupational Profile for a SHEEP FARMER

- 1.1 The OCCUPATIONAL PROFILE (OP) for a “SHEEP FARMER” below defines the **Duties** and **Tasks** a competent Sheep 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.”¹

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 define 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. The panelists, facilitators and coordinators who participated in developing this Occupational Profile for a SHEEP FARMER are listed on the following page.

- 1.4 The panelists, facilitators and coordinators who participated in developing this Occupational Profile for a SHEEP FARMER are listed on the following page.

The DACUM-method was used. DACUM is an acronym for Develop a Curriculum

Job Expert Panel

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Olaka Farm

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UNEB Examiner/Mpanga S.S

Kintu Abubaker
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Tulyahikayo Tevin Tugume
Jackie Davis Farming World Ltd

Kamugisha James
Nsanja Mixed Farm

Nabisaawe Monica
Dande Mixed Farm

Nsubuga S Bunjo
Mabira Estate

Mulumba Mutema
NCDC

Onzia Joseph
Aliboro Happy Farm Ltd

Facilitators
Kirabira Yusuf
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Funded by
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

For a
"A Sheep Farmer"

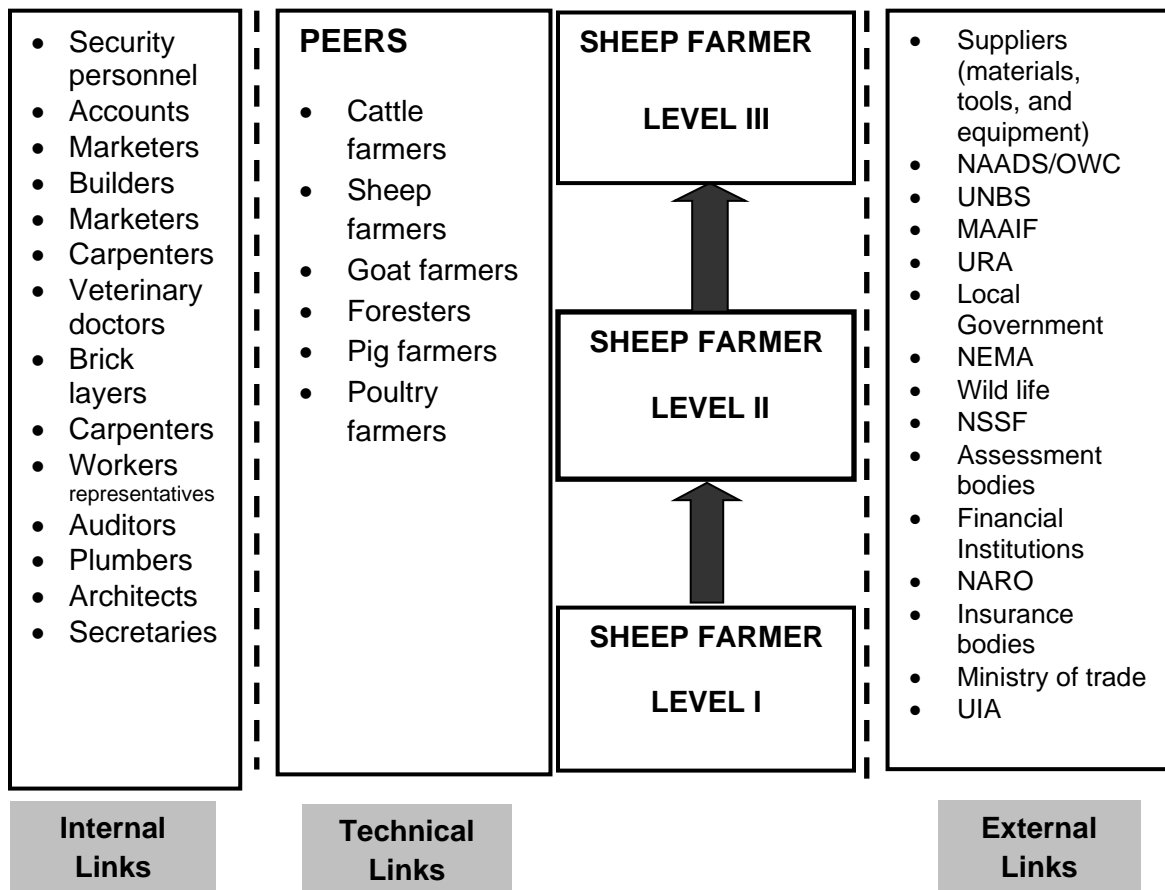
Developed by: Qualifications Standards
Department of Industrial Training

Dates of workshop: 24th -28th August 2020

NOMENCLATURE FOR THE OCCUPATION OF A SHEEP FARMER

Definition: A Sheep Farmer: Is a person who rears and breeds sheep for commercial purposes.

JOB ORGANISATION CHART FOR A SHEEP FARMER



Descriptions for the levels in the occupation of "SHEEP Farmer"

UVQ Level I Sheep Farmer: Is a person who rears sheep using basic husbandry practices for commercial purposes.

UVQ Level II Sheep Farmer: Is the person who manages a sheep farm using advanced husbandry practices for commercial purposes.

UVQ Level III Sheep Farmer: Is a person who breeds and rears improved breeds of sheep using advanced husbandry practices for commercial purposes.

Duties and Tasks

A. PLAN SHEEP FARMING WORK	A1	Prepare financial plan	A2	Carry out feasibility study	A3	Determine source of funding
	A4	Determine factor inputs	A5	Prepare work schedules	A6	Determine tools, equipment, implement and materials
	A7	Determine farm location	A8	Determine site structural plan	A9	Determine production methods
	A10.	Prepare procurement plan for inputs	A11	Determine Sheep breeds	A12	Plan sheep management nutrition and reproduction
	A13	Determine Stocking Density				
B. ESTABLISH SHEEP FARM	B1	Secure land	B2	Survey site	B3	Prepare budget
	B4	Participate in designing of structural plans	B5	Determine materials	B6	Demarcate land
	B7	Participate in construction of farm structures	B8	Stock farm		
C. BREEDSHEEP	C1	Select breed stock	C2	Collaborate with service providers	C3	Care for pregnant ewe
	C4	Assist in deliveries	C5	Keep breeding records	C6	Conduct experiments
	C7	Care for breeding ram	C7	Mate Sheep	C8	Synchronise heat

D. FEED SHEEP	D1 Prepare feeds	D2 Clean feed troughs	D3 Store feeds
	D4 Serve feeds	D5 Harvest water	D6 Supervise feeding
	D7 Practice foster mothering	D8 Conserve fodder	D9 Keep feeding records
	D10 Graze sheep	D11 Water sheep	D 12 Suckle lamb

E. ESTABLISH PASTURES	E1 Prepare land	E2 Select pastures	E3 Plant pastures
	E4 Apply fertilisers	E5 Irrigate pastures	E6 Control pests and diseases
	E7 Control weeds	E8 Conserve pastures	E9 Fence pastures

F. MAINTAIN SHEEP FARM	F1 Control parasites and diseases	F2 Control vices	F3 Vaccinate animals
	F4 Repair farm structures	F5 Treat animals	F6 Isolate sick animals
	F7 Train sheep	E8 Trim sheep hooves	F9 Castrate rams
	F10 Groom animals	F11 Dock animals	F12 De-bud sheep
	F13 Milk ewe	F14 Monitor sheep growth	F15 Cull Sheep
	F17 Grade lambs	F18 Care for lambs	F19 Shear Sheep
	F20 Flush ewe	F21 Wean Lamb	F22 Dry Ewe
	F23 Identify sheep		

UVQF: Assessment and Training Package (ATP) for a SHEEP FARMER

QUALIFICATION LEVEL: 1

December 2020

G. MANAGE FARM TOOLS, MATERIALS AND EQUIPMENT	G1	Purchase tools, equipment and implements	G2	Train workers on tools and equipment use	G3	Operate farm tools, materials and equipment
	G4	Prepare maintenance schedule	G5	Allocate tools and equipment to workers	G6	Store tools and equipment
	G7	Service farm tools and equipment	G8	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	Display safety signs	H6	Sensitise workers on diseases and environmental issues (HIV, Covid-19, Malaria)
	H7	Use personnel protective Gear	H8	Perform firefighting	H9	Perform health and safety training
	H10	Observe bio security	H11	Maintain personal hygiene and sanitation	H12	Perform prophylaxis treatment

I. MARKET SHEEP AND PRODUCTS	I1	Conduct market research	I2	Grade products	I3	Pack products
	I4	Price sheep and products	I5	Brand sheep and products	I6	Store products
	I7	Promote sheep and products	I8	Transport sheep and products	I9	Participate in exhibitions
	I10	Keep marketing records	I11	Communicate with stake holders		

J. PERFORM ADMINISTRATIVE TASKS	J1	Mobilise resources	J2	Recruit workers	J3	Prepare duty rosters
	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 conflict
	J13	Guide and counsel workers	J14	Keep administrative records	J15	Assign work
	J16	Motivate workers	J17	Pay bills	J18	Perform Procurement

K. PERSUE CONTINUOUS PROFESSIONAL DEVELOPMENT	K1	Network with peers on technical matters	K2	Participate in sheep related trainings	K3	Obtain membership in professional sheep associations
	K4	Review trade publications	K5	Train interns and other stakeholders	K6	Participate in apprenticeship trainings
	K7	Participate in trade fairs and shows	K8	Participate in technical seminars/ workshops	K9	Benchmark with other farmers

Additional Information

Generic Knowledge & Skills

- | | |
|---|---|
| 1. Tools equipment and implement usage, operation and maintenance | 22. Negotiation skills |
| 2. Waste management | 23. Time management |
| 3. Safety, health and environment | 24. Types of transport |
| 4. Environmental awareness | 25. Staff training and mentoring skills |
| 5. Quality control | 26. Analytical skills |
| 6. Communications skills | 27. Records keeping |
| 7. Information and communication technology | 28. Feed conservation |
| 8. Financial literacy | 29. Sheep growth and development stages |
| 9. Problem solving | 30. Business and customer service skills |
| 10. Numeracy and literacy skills | 31. Human resource management |
| 11. Drug administration in animals | 32. Cleaning skills |
| 12. First aid | 33. Ergonomics |
| 13. Care for lambs | 34. Sheep diseases and their signs and symptoms |
| 14. Sheep farm bi-products utilisation | 35. Sheep breeds |
| 15. Teamwork and cooperation | 36. Sheep behaviour |
| 16. Resource mobilisation and management | 37. Sheep feeds and nutrients |
| 17. Entrepreneurship skills | 38. Sheep gestation periods |
| 18. Public relations | 39. Planning skills |
| 19. Counselling and guidance of staff | 40. Leadership skills |
| 20. Interpersonal relations | 41. Pastures and their management |
| 21. Marketing skills | 42. Sheep management practices |
| | 43. Sheep parasites and their control |
| | 44. Bio security |

Tools, Equipment and Materials

- | | | |
|------------------------|-----------------------|-------------------------|
| 1. Wheelbarrows | 35. Packing material | 68. Branding rod |
| 2. Hammer | 36. Maize brand | 69. Tarpaulins |
| 3. Scrubbing brushes | 37. Soya bean meal | 70. Training boards |
| 4. Nails | 38. Shears | 71. Tsetse fly traps |
| 5. Pangas | 39. Sand | 72. Telephone |
| 6. Slashers | 40. Cement | 73. Cotton seed cake |
| 7. Bow sows | 41. Iron sheets | 74. Hoof trimmers |
| 8. Pasture seeds | 42. Overalls | 75. Feed troughs |
| 9. Agro chemicals | 43. gum boots | 76. Water troughs |
| 10. First aid box | 44. Headgear | 77. Hose pipes |
| 11. Thermometer | 45. Milking salve | 78. Water pipes |
| 12. Milk cans | 46. Record books | 79. Water pumps |
| 13. Jerry cans | 47. Tractors | 80. Taps |
| 14. Milking pails | 48. Tractor Mower | 81. Growth boosters |
| 15. Knapsack sprayers | 49. Disk ploughs | 82. Fires |
| 16. Bucket pump | 50. Disk harrows | extinguishers |
| 17. Weighing scales | 51. Planters | 83. Store |
| 18. Hoes | 52. Weeders | 84. Incinerator |
| 19. Rakes | 53. Ropes | 85. Generator |
| 20. Barbed wire(rolls) | 54. Computers | 86. Fuel |
| 21. Watering cans | 55. Vehicles | 87. Chaff cutter |
| 22. Timber | 56. Motor bikes | 88. Surveying materials |
| 23. Posts/poles | 57. Bicycles | 89. Milking machines |
| 24. Spades | 58. Stationeries | 90. Fertilisers |
| 25. Coarse aggregates | 59. Furniture | 91. Needles |
| 26. Ear tag applicator | 60. De-budding shears | 92. Refrigerator |
| 27. Ear tags | 61. Notches | 93. Knives |
| 28. Brooms | 62. Drenching gun | 94. Milling machines |
| 29. Chain link | 63. Teat dips | 95. Hose pipes |
| 30. Drugs | 64. Lactometer | 96. Feed troughs |
| 31. Soap | 65. Charcoal stove | 97. Water troughs |
| 32. Charcoal | 66. Surgical blades | 98. Feed mixers |
| 33. Vitamins | 67. Veterinary drugs | 99. syringes |
| Supplements | | 100. Bags |
| 34. Salt | | 101. Disinfectants |
| | | 102. Shells |

<p>Attitudes/Traits/Behaviour</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. Responsible 17. Physically fit 18. Knowledgeable 19. Patient 20. Polite 21. Social 22. Vigilant 23. Calm 24. Respectful 25. Confident 26. Intelligent 27. Logical 28. Trainable 29. Tidy 30. Cooperative 31. Self-criticism 32. Customer care 	<p>Future Trends and Concerns</p> <ol style="list-style-type: none"> 1. Benchmarking with sheep farmers in other countries 2. Computer literacy 3. Need to have sheep farming products on the international markets 4. Need for advanced technology 5. Skills competition in sheep farming products 6. Public awareness of sheep farmer and its benefits 7. Open line of progression/ career development 8. Value addition to sheep farmer 9. Poor extensions services 10. Price fluctuations of sheep farmer products 11. Quack veterinary personnel 12. Inadequate market 13. Rigid policies on vaccines 14. Limited management skills 15. High process for exotic breeds 16. High process for exotic breeds 17. Limited technology 18. Inadequate land for expansion 19. Seasonal markets 20. Limited processing industries 21. Government policy 22. Inadequate networking among sheep farmer 23. High incidences of disease outbreak 24. Over grazing 25. Cultural bias 26. Limited research 27. Need for artificial insemination technology
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2.0 ATP – PART II

Training Modules for a SHEEP 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 Sheep farming 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 centers, as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed 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 SHEEP FARMER LEVEL 1?

A SHEEP FARMER is a person who rears sheep for commercial purposes.

TRAINING MODULES FOR ASHEEP FARMER UVQF LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/GF/M1.1	Establish Sheep Farm	240	06
UE/GF/M1.2	Feed Sheep	200	05
UE/GF/M1.3	Manage Sheep Farm	320	08
UE/GF/M1.4	Establish Sheep Farming Enterprise	160	04
Summary	4 Training Modules	920 Hours	23 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 shall 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.

Code	UE/SF/M1.1
Module title	M1.1: Establish Sheep Farm
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Sheep Farmer UVQ 1)
Qualification Level	1
Module purpose	By the end of this module, a trainee shall be able to establish a sustainable sheep farm.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Prepare Site</p> <p>LWA 1/2: Construct Farm Structures</p> <p>LWA 1/3: Stock Farm</p> <p>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p><u>Note:</u></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 assignment.
Related Practical Exercises (PEXs)	<p>LWA 1/1: Prepare Site</p> <p>PEX 1.1: Select site</p> <p>PEX 1.2: Clear site</p> <p>PEX 1.3: Fence site</p> <p>PEX 1.4: Set up Utilities</p>
	<p>LWA 1/2: Construct Sheep Farm Structures</p> <p>PEX 2.1: Design a farm lay out</p> <p>PEX 2.2: Design a structural plan</p> <p>PEX 2.3: Construct pen units</p> <p>PEX 2.4: Fence off animal structure</p> <p>PEX 2.5: Maintain farm structures</p> <p>PEX 2.6: Manage construction tools and equipment</p> <p>PEX 2.7: Perform occupational health Safety and environmental protection practices</p>
	<p>LWA 1/3: Stock Farm</p> <p>PEX 3.1: Select breed</p> <p>PEX 3.2: Determine stock density</p> <p>PEX 3.3: Observe biosecurity measures</p> <p>PEX 3.4: Procure sheep</p> <p>PEX 3.5: Distribute to stocking units</p>

	<p>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>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 firefighting PEX 4.7: Observe regulations and policies PEX 4.8: Observe bio security measures PEX 4.9: 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. e.g. wear protective gear
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"> • Hygiene requirements • Animal nutrition • Literacy and numeracy • Sheep breeds • Sheep behaviour • Construction of sheep pens and support structures • Pasture management • First aid administration • Tools, equipment and material usage • Firefighting techniques • Soil and water conservation techniques • Regulations and policies in the livestock sector • Animal husbandry practices • Stock density and carrying capacity • Market trends in sheep farming
Average duration of learning	<p>240 hours (30 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 05 day 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 the 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, firefighting equipment, building tools, hanging wires, water utilities, fencing tools, jerrycans, wheelbarrow, scrubbing brush, feed troughs, gloves, over coat, water troughs, spade, hoe, pails
Minimum required materials and consumables or equivalent	labels, reeds, timber, water, fencing materials, disinfectants, sand, water, cement, diesel/paraffin, bricks aggregates, gravel, nails, ropes, poles, timber, iron sheets wire mesh, barbed wire, u-nails, timber, chain link, wire mesh, water drum
Special notes	The theory must be integrated into the practice during training

Code	UE/SF/M1.2
Module title	M1.2: Feed Sheep
Related Qualification	Part of Uganda Vocational Qualification (Sheep Farmer UVQ 1)
Qualification Level	1
Module purpose	By the end of this module, a trainee shall be able to prepare, ration feeds and serve sheep.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Prepare Feeds</p> <p>LWA 2/2: Serve Feeds</p> <p>LWA 2/3: Graze Sheep</p> <p>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p><u>Note:</u></p> <p>1. The learning exercises may be repeated until the trainee acquires targeted competences.</p> <p>2. The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning assignment.</p>
Related Practical Exercises (PEXs)	<p>LWA 2/1: Prepare feeds</p> <p>PEX 1.1: Obtain ingredients</p> <p>PEX 1.2: Weigh ingredients</p> <p>PEX 1.3: Mix ingredients</p> <p>PEX 1.4: Batch feeds</p> <p>PEX 1.5: Store feeds</p> <p>PEX 1.6: Source for water</p> <p>LWA 2/2: Serve Feeds</p> <p>PEX 2.1: Clean feeders</p> <p>PEX 2.2: Portion feeds</p> <p>PEX 2.3: Stuff feeders</p> <p>PEX 2.4: Fill drinkers</p> <p>PEX 2.5: Serve mineral supplements</p> <p>LWA 2/3: Graze Sheep</p> <p>PEX 3.1: Paddock pastures</p> <p>PEX 3.2: Rotate grazing</p> <p>PEX 3.3: Water sheep</p>

	<p>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices.</p> <p>PEX 4.1: Wear protective gear PEX 4.2: Perform firefighting PEX 4.3: Administer first aid PEX 4.4: Clean feeding equipment PEX 4.5: Manage waste PEX 4.6: Practice personal hygiene PEX 4.7: Distribute water points evenly PEX 4.8: Remove dangerous objects PEX 4.9: Weed poisonous plants PEX 4.10: Fence water bodies PEX 4.11: Practice agroforestry PEX 4.12: Fill up potholes in farm PEX 4.13: Display safety signs PEX 4.14: Observe bio 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. e.g. wear protective gear
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"> • Feed ingredients • Feed mixing procedure • Feeding schedules • Feed supplements • Feed types • Feed conservation • Sprayers • Time and duration of browsing • Water treatment • Food storage • Water supply • Feed allocation • Grazing management • Rationing • Nutrient toxicity

Average duration of learning	200 hours (25days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 day of occupational theory and • 20days 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 the established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	weighing scale, panga, spade wheelbarrow, sickle, overall, gloves, head gear, nose mask, brooms, gumboots, hoes, feeders, drinkers
Minimum required materials and consumables or equivalent	mineral supplements, water, concentrates, molasses, urea, fodder, silage, hay
Special notes	The theory and practice must be integrated during training delivery

Code	UE/SF/M1.3
Module title	M1.3: Manage Sheep Farm
Related Qualification	Part of Uganda Vocational Qualification (Sheep Farmer UVQ 1)
Qualification Level	1
Module purpose	By the end of this module, a trainee shall be able to grow and maintain pastures
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Grow Pastures/Shrubs LWA 3/2: Maintain Pastures/Shrubs LWA 3/3: Conserve Pastures LWA 3/4: Control Sheep Diseases LWA 3/5: Control Sheep Parasites LWA 3/6: Mate Sheep LWA 3/7: Milk Sheep LWA 3/8: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p><u>Note:</u> 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 assignment.</p>
Related Practical Exercises (PEXs)	<p>LWA 3/1: Grow Pastures PEX 1.1: Select site PEX 1.2: Clear site PEX 1.3: Identify pasture seed stock PEX 1.4: Plant pastures PEX 1.5: Apply fertilisers PEX 1.6: Irrigate pasture PEX 1.7: Demarcate the site</p> <p>LWA 3/2: Maintain Pastures/Shrubs PEX 2.1: Weed pastures PEX 2.2: Irrigate pastures PEX 2.3: Top pastures/shrubs PEX 2.4: Fertilise pastures</p>

	PEX 2.5: Control pasture pests PEX 2.6: Harvest pastures PEX 2.7: Reseed pasture/over-sow
	LWA 3/3: Conserve Pastures PEX 3.1: Make silage PEX 3.2: Make hay PEX 3.3: Store fodder
	LWA 3/4: Control Sheep Diseases PEX 4.1: Identify sick sheep PEX 4.2: Fence off sheep units PEX 4.3: Isolate sick sheep PEX 4.5: Perform basic treatment PEX 4.6: Report sick sheep to veterinarian PEX 4.7: Spray sheep PEX 4.8: Cull sick sheep PEX 4.9: Trim hooves
	LWA 3/5: Manage Sheep Parasites PEX 5.1: Identify parasites PEX 5.2: Identify chemicals to use PEX 5.3: Spray /dip sheep PEX 5.4: Fence off sheep units PEX 5.5: Deworm sheep PEX 5.6: Hand pick parasites PEX 5.7: Groom sheep PEX 5.8: De-horn sheep PEX 5.9: Dock sheep
	LWA 3/6: Mate Sheep PEX 6.1: Identify breeding ram PEX 6.2: Identify breeding ewe PEX 6.3: Feed ram PEX 6.4: Flush ewe PEX 6.5: Synchronise heat PEX 6.6: Service ewe
	LWA 3/7: Milk Sheep PEX 7.1: Prepare tools, equipment and materials PEX 7.2: Restrain ewe PEX 7.3: Stimulate ewe PEX 7.4: Test for mastitis

	<p>PEX 7.5: Perform milk let down</p> <p>PEX 7.6: Strain milk</p> <p>PEX 7.7: Record production</p> <p>PEX 7.8: Store milk</p>
	<p>LWA 3/8: Practice Occupational Health, Safety and Environmental Protection Practices.</p> <p>PEX 8.1: Wear protective gear</p> <p>PEX 8.2: Observe bio security</p> <p>PEX 8.3: Administer first aid</p> <p>PEX 8.4: Clean working area</p> <p>PEX 8.5: Manage waste</p> <p>PEX 8.6: Plant trees</p> <p>PEX 8.7: Maintain personal hygiene and sanitation</p> <p>PEX 8.8: Observe regulation and policies</p> <p>PEX 8.9: Observe animal welfare and rights</p> <p>PEX 8.10: Display safety signs</p> <p>PEX 8.11: Observe animal legislation</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. e.g. wear protective gear
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"> • Pasture types and varieties • Pasture improvement • Pastures management • Fertilisers and fertiliser application • Pasture conservation • Pasture harvesting • Sheep diseases • Signs and symptoms of sheep diseases • Sheep parasites • Methods of spray and prevention • Chemicals and drugs • Sheep waste disposal • First aid

	<ul style="list-style-type: none"> • Health, safety and environmental concerns • Communication skills • Numeracy • Literacy • Vaccination • Bio-security • Sheep breeds • Animal management practices • Sheep breeding systems and methods
Average duration of learning	320hours (40 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 10 day of occupational theory and • 30 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 the established regulations by a recognised assessment body using related Practical and written Test Items from Item Bank
Minimum required tools/ equipment/ implements or equivalent	hoes, panga, slashers, knap sack sprayers, tractor, planters, see drills, gloves, overall, string, rope, rake, weeders, knapsack sprayer, mask, gumboots, crush, rope, dip tanks, spray race, syringes, needles, thermometer, rake, basin, signpost, labels, tractors, nose mask, insemination gun
Minimum required materials and consumables or equivalent	pasture seeds, books, water, fertilisers agro-chemicals pens, pencils, papers. water, soap, chemicals, disinfectants, antiseptics, pen, pencil, paper, books, surgical blade, hoof trimmer, de-budding rod, rubber ring, acaricide, de-wormers, antibiotics, pesticides, first aid kit, milking salve
Special notes	The theory and practice must be integrated during training delivery

Code	UE/SF/M1.4
Module title	M1.4: Establish Sheep Farming Enterprise
Related Qualification	Part of Uganda Vocational Qualification (Sheep Farmer UVQ 1)
Qualification Level	1
Module purpose	By the end of this module, a trainee shall be able to set up and sustain a sheep farming enterprise.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Prepare Production Plan</p> <p>LWA 4/2: Market Sheep and Products</p> <p>LWA 4/3: Perform Administrative Tasks</p> <p>LWA 4/4: Perform Occupational Healthy Safety and Environmental Protection Practices</p> <p><u>Note:</u></p> <p>1. The learning exercises may be repeated until the trainee acquires targeted competences.</p> <p>2. The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning assignment.</p>
Related Practical Exercises (PEXs)	<p>LWA 4/1: Prepare Production Plan</p> <p>PEX 1.1: Develop business idea</p> <p>PEX 1.2: Determine required resources</p> <p>PEX 1.3: Identify source of resources</p> <p>PEX 1.4: Determine enterprise location</p> <p>PEX 1.5: Determine market</p> <p>PEX 1.6: Obtain enterprise related training</p> <p>PEX 1.7: Register with enterprise related associations</p> <p>PEX 1.8: Prepare budget</p> <p>PEX 1.9: Schedule production activities</p> <p>LWA 4/2: Market Sheep and Products</p> <p>PEX 2.1: Cost resources</p> <p>PEX 2.2: Price products</p> <p>PEX 2.3: Brand products</p> <p>PEX 2.4: Sell products</p> <p>PEX 2.5: Communicate with stakeholders</p> <p>PEX 2.6: Negotiate prices with customers</p> <p>PEX 2.7: Advertise products</p>

	<p>PEX 2.8: Store products</p> <p>PEX 2.9: Promote sales</p> <p>PEX 2.10: Participate in exhibition</p> <p>PEX 2.11: Transport products</p>
	<p>LWA 4/3: Perform Administrative Tasks</p> <p>PEX 3.1: Pay bills</p> <p>PEX 3.2: Secure land</p> <p>PEX 3.3: Recruit workers</p> <p>PEX 3.4: Train workers</p> <p>PEX 3.5: Secure sheep production implements</p> <p>PEX 3.6: Keep business records</p> <p>PEX 3.7: Review business development trends</p> <p>PEX 3.8: Network with stake holders</p> <p>PEX 3.9: Manage finances</p> <p>PEX 3.10: Formalise Business</p> <p>PEX 3.11: Prepare portfolio</p> <p>PEX 3.12: Assign work</p>
	<p>LWA 4/4: Practice Occupational Health, Safety and Environmental Protection Practices.</p> <p>PEX 4.1: Wear protective gear</p> <p>PEX 4.2: Observe bio security</p> <p>PEX 4.3: Administer first aid</p> <p>PEX 4.4: Clean working area</p> <p>PEX 4.5: Manage waste</p> <p>PEX 4.6: Plant trees</p> <p>PEX 4.7: Maintain personal hygiene and sanitation</p> <p>PEX 4.8: Observe regulation and policies</p> <p>PEX 4.9: Observe animal welfare and rights</p> <p>PEX 4.10: Display safety signs</p> <p>PEX 4.11: Observe animal legislation</p>
Occupational health and safety	<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. e.g. wear protective gear</p>
Pre-requisite modules	<p>None</p>

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 • Marketing • Financial literacy • Customer care • Health safety and environmental concerns • Numeracy • Literacy • First aid • Communication skills • Human resources management • Sheep body scoring skill • Administrative skills • Market trends in livestock farming • ICT Skills
Average duration of learning	<p>160hours (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 05day of occupational theory and • 15 days of occupational practice
Suggestions on organisation of learning	<p>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.</p>
Assessment	<p>Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank</p>
Minimum required tools/ equipment/ implements or equivalent	<p>furniture, computers, calculators packing materials, fire extinguisher, first aid kit</p>
Minimum required materials and consumables or equivalent	<p>paper, pencils, fuel, books, packaging materials, manuals, cash books, inventory books, policy documents</p>
Special notes	<p>The theory must be integrated into the practice during delivery.</p>

3.0 ATP- PART III

Assessment Instruments for a SHEEP 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 SHEEP FARMER are included.

Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1	Written (Theory)- short answer	02
2.	Written (Theory)- multiple choice	02
3.	Written (Theory)- matching with generic	01
4.	Written (Theory)- matching with work-sequence	01
5	Written(theory)- matching with cause effect	01
6.	Performance (Practical) test items	01
Total		08

WRITTEN TEST ITEMS

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Sheep 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:	M1.3			
Time allocation:	4 minutes			

Test Item	Write down three equipment that can be used in milking a sheep.
Answer spaces	(i)
	(ii)
	(iii)
Expected key (answers)	(i) Strip cup (ii) Milking bucket (iii) Milking can (iv) Milk strainer (v) Milking machine (vi) Lactometer

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	Sheep 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:	M1.4			
Time allocation:	4 minutes			

Test Item	List three farm structures that can be used in disease control on a sheep farm.			
Answer spaces	(i)		
	(ii)		
	(iii)		
Expected key (answers)	(i)	Crush		
	(ii)	Spray race		
	(iii)	Lamb barns		
	(iv)	Fence		
	(v)	Footbath		

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 03			
Occupational Title:	Sheep 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 Module:	M1.3			
Time allocation:	2 minutes			

Test Item	Which of the following practices can a sheep farmer use to maintain pastures?
Distractors and correct answer	A. Baling pastures B. Ensiling pastures C. Topping pastures D. Chopping pastures

Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 04			
Occupational Title:	Sheep 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 Module:	M1.3			
Time allocation:	2 minutes			

Test Item	Which of the following diseases is tested prior to milking
Distractors and correct answer	A. Milk fever B. Brucellosis C. Foot and mouth disease D. Mastitis

Key (answer)	D
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 05			
Occupational Title:	Sheep Farmer			
Qualification 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 tasks:	M1.4			
Time allocation:	3 minutes			

Test Item	Match the following tools and equipment with their uses on a sheep farm
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Column (A) Tools and Equipment	
1.	Strip cup
2.	Hammer
3.	Hand saw
4.	Food trough

Column (B) Uses	
A.	Drive nails into wood
B.	Hold feeds for sheep to eat
C.	Cut pastures to feed sheep
D.	Hold milk for sheep to drink
E.	Test for mastitis in milk
F.	Strain milk
G.	Cut timber

Key (answer)	1-E, 2-A, 3-G, 4-B
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 06			
Occupational Title:	Sheep Farmer			
Qualification 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 tasks:	M1.5			
Time allocation:	3 minutes			

Test Item	Match the following farm structures with their functions on a sheep farm
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Column (A) Farm structures	
1.	Crush
2.	Milking shed
3.	Water reservoir
4.	Foot bath

Column (B) Functions	
A.	Treating water on the farm
B.	Restraining sheep
C.	Store water on the farm
D.	Shelter sheep
E.	Handle sheep at milking
F.	Disinfecting hooves

Key (answer)	1-B, 2-E, 3-C, 4-F
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 07			
Occupational Title:	Sheep 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 Module:	M.3			
Time allocation:	3 minutes			

Test Item	Arrange the following work steps in their correct procedure to follow when spraying a sheep using a bucket spray pump.
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Head
2 nd	B	Back
3 rd	C	Brisket
4 th	D	Belly
5 th	E	Rear

Key (answer)	1-B; 2-D;3-C;4-E;5-A
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PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item- No.08
Occupational Title:	Sheep Farmer
Competence level:	Level 1
Code no.	
Test Item:	Spray two sheep against external parasites using a bucket spray pump.
Complexity level:	P2
Date of OP:	August 2020
Related Module:	M1.3
Related skills and knowledge:	Spraying schedules, mixing of chemicals, spraying skills, drugs, animal diseases and parasites, spraying methods, signs and symptoms of diseases and parasites, acaricide, measuring skills, literacy, numeracy
Required tools, materials and equipment:	Bucket, spray pump, measuring cylinder, personnel protective gear, jerry cans, detergents, acaricide, gumboots, restraining materials
Time allocation:	2 Hours
Preferred venue:	Crush
Remarks for candidates	Observe health, safety and environment
Remarks for assessors	Provide all the necessary tools equipment and materials listed above for candidates

#	Assessment criteria	Scoring guide	Max. score	
			process	Result
1	Preparation for task	Tested functionality of pump		1
		Wore protective gear		1
		- Gumboots		1
		- Overall		1
		- Eye shield		1
		- Gloves		1
		- Nose mask		1
		- Helmet		1
		Cleaned work area	2	
		No rubbish observed in crush and surrounding area		2
		Collected tools, equipment and materials	2	
		Cleaned tools and equipment	2	
		Arranged equipment, tools and materials	2	
		Equipment, tools and materials arranged in their order of use observed		2
2	Preparation of acaricide mixture	Measured acaricide and water according to manufacturer's instructions	2	
		Right acaricide to water ratio verified		2
		No spillage of acaricide observed		2
		First mixed acaricide with small amount of water (e.g. 1litre) then topped up to the mark.	3	
3	Spray animals	Drove animals to the crush in a single line	2	

#	Assessment criteria	Scoring guide	Max. score	
			process	Result
		Closed crush	1	
		Sprayed animals following correct procedure.	4	
		Even distribution of spray chemical on animal's body observed		2
		Left animals for 3-5minutes to drip before releasing them from crush		2
		Cleaned crush		2
		Cleaned tools and equipment observed		2
		Stored un used materials		2
		Stored tools and equipment		2
		Removed protective gear		1
		Disposed off waste		2
		All waste observed in a closed container		3
TOTAL (Y)		Process + Results	27	36
			63	
MAXIMUM SCORE		$\frac{x}{y} \times 100$	$\frac{x}{99} \times 100$	

4.0 ATP- PART IV

INFORMATION ON REVIEW PROCESS

4.1 Occupational Profile Reviewed (August 2020)

The Occupational Profile was exclusively developed by job practitioners who were working in the Sheep 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 Reviewed (August 2020)

Based on the Occupational Profile for a Sheep Farmer of August 2020, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Reviewed (August 2020)

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

4.4 Methodology

The rationale for the Assessment and Training Package development 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 development 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 Panels

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

No.	Name	Institution/ Organisation
1.	Nnyanzi Flavia	NCDC
2.	Okello Geoffrey	Olaka Farm
3.	Boron Juma	St. Maria Goretti Girls, Fort Portal
4.	Tinkasiimire Stephen	UNEB Examiner
5.	Kintu Abubaker	Pacim Farm
6.	Tulyahikayo Tevin Tugume	Jackie Davis Farming World Ltd
7.	Kamugisha James	Nsanja Mixed Farm
8.	Nabisaawe Monica	Dande Mixed Farm
9.	Katende Enock	Milwa Farm
10.	Nsubuga .S. Bunjo	Mabira Estate
11.	Lwasampijja Michael	Harold Farm
12.	Muyanja Gerald	Triple P Mixed Farm
13.	Amoding Dinah Jessica	Rainer High School

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

4.7 Facilitator team

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

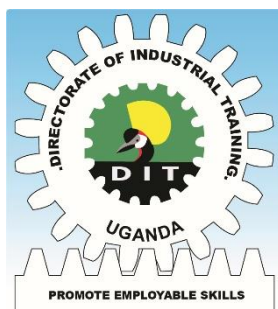
1. **Team Leader:** Mr. Byakatonda Patrick, Ag. Director, DIT
2. **Facilitators:** Mr. Kirabira Yusuf – QO
Ms. Asiimwe Maureen-Data Entrant
Mr. Kirinya Stephen-Data Entrant
3. **Quality check facilitator:** Ms. Asiimwe Moreen
4. **DIT Data Entrant:** Ms. Nabimanya Sharon
Atai Sarah
Ninsiima Isabella
5. **Compiled by:** Ms. Nabimanya Sharon- Data Entrant-DIT
6. **Edited by:** Ms. Mukyala Ruth DD, DIT, Qualification Standards Dept.
7. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT

4.8 Reference time:

The Assessment and Training Package was developed 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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