



**THE REPUBLIC OF UGANDA**  
**Ministry of Education and Sports**

**Directorate of Industrial Training**



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

**Qualification Level: 1**

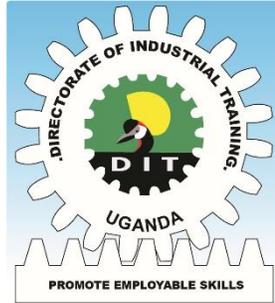
**Occupational Cluster: Agriculture**

**August 2020**

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**Developed by**  
**Qualifications Standards Department**  
**Directorate of Industrial Training**

**Funded by:**  
**Government of Uganda**



## **Assessment and Training Package**

**For a**

**GOAT FARMER**

**Qualification Level: 1**

**Occupational Cluster: Agriculture**

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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 **GOAT 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 GOAT FARMER.** This Occupational Profile which was reviewed by Goat farmers practicing in the world of work mirrors the duties and tasks that Goat farmers are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Goat 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 GOAT FARMER. These assessment instruments were reviewed jointly by job practitioners (Goat 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](mailto: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 Goat 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 Packages
DIT	Directorate of Industrial Training
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

<b>Assessment</b>	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.
<b>Certification</b>	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.
<b>Competence</b>	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
<b>Competency</b>	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
<b>CBET</b>	Competence-Based Education and Training means that programmes: <ol style="list-style-type: none"><li>1. have content directly related to work</li><li>2. focus is on 'doing something well'</li><li>3. assessment is based upon industry work standards, and</li><li>4. curricula are developed in modular form</li></ol>
<b>Duty</b>	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).
<b>Learning-Working Assignment (LWA)</b>	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.
<b>Modules</b>	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 GOAT FARMER

- 1.1 The OCCUPATIONAL PROFILE (OP) for a “Goat Farmer” below defines the **Duties** and **Tasks** a competent Goat 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.”<sup>1</sup>

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.

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

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<sup>1</sup> The DACUM-method was used. DACUM is an acronym for ‘Develop A Curriculum’

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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**

# **"GOAT FARMER"**

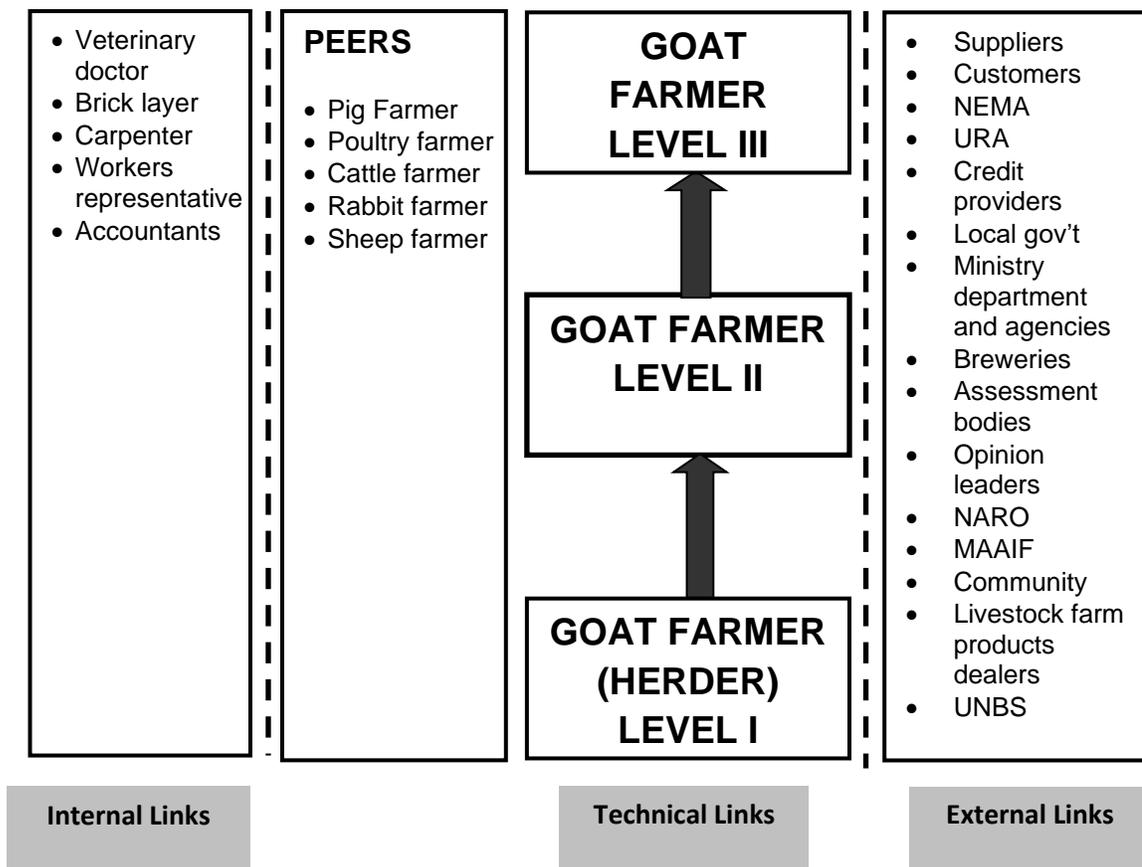
**Reviewed by: Qualification Standards Department  
of Directorate of Industrial Training**

**Dates of workshop: 17<sup>th</sup>-21<sup>st</sup> August 2020**

## NOMENCLATURE FOR THE OCCUPATION OF GOAT FARMER

**Definition: A GOAT FARMER:** is a person who rears and breeds goats for commercial purposes.

### JOB ORGANISATION CHART FOR A GOAT FARMER



### Descriptions for the levels in the occupation of 'Goat Farmer'

**UVQ Level I Goat Herder;** Is a person who rears goats, performs routine management practices and minor treatment of goats on a goat farm

**UVQ Level II Goat Farmer;** Is the person who carries out vaccination, computerised system diagnosis of common diseases and performs major treatments

**UVQ Level III Goat Farmer;** Is a person who formulates feeds for the goats, carries out kidding of goats, generic improvement, embryo transfer, post mortem and prescription of drugs.

## Duties and Tasks

<b>A. PLAN GOAT FARMING WORKS</b>	<b>A1</b> Prepare Business plan	<b>A2</b> Carry out feasibility study	<b>A3</b> Determine human capital requirements
	<b>A4</b> Determine source of funding	<b>A5</b> Determine Source of human capital	<b>A6</b> Prepare work schedules
	<b>A7</b> Determine tools, equipment, implements and materials	<b>A8</b> Plan goat management, nutrition and reproduction	<b>A9</b> Seek professional advice

<b>B. ESTABLISH GOAT FARM</b>	<b>B1</b> Secure land	<b>B2</b> Survey site	<b>B3</b> Prepare budget
	<b>B4</b> Participate in designing of structural plans	<b>B5</b> Secure materials	<b>B6</b> Demarcate land
	<b>B7</b> Participate in construction of farm structures	<b>B8</b> Assign work	<b>B9</b> Identify goats
	<b>B10</b> Harvest water	<b>B11</b> Stock farm	

<b>C. FEED GOATS</b>	<b>C1</b> Secure feeds	<b>C2</b> Prepare feeds	<b>C3</b> Store feeds
	<b>C4</b> Clean feeding equipment and tools	<b>C5</b> Water goats	<b>C6</b> Supervise feeding
	<b>C7</b> Practice foster mothering	<b>C8</b> Monitor growth	<b>C9</b> Supplement feeding
	<b>C10</b> Keep feeding records	<b>C11</b> Practice bucket feeding	

<b>D. BREED GOATS</b>	<b>D1</b> Select breed stock	<b>D2</b> Collaborate with service providers	<b>D3</b> Care for pregnant goats
	<b>D4</b> Assist in kidding	<b>D5</b> Keep breeding records	<b>D6</b> Conduct breeding experiments
	<b>D7</b> Carry out artificial insemination	<b>D8</b> Mate goats	

<b>E. ESTABLISH PASTURES</b>	<b>E1</b> Prepare land	<b>E2</b> Select pastures	<b>E3</b> Plant pastures
	<b>E4</b> Apply growth boosters	<b>E5</b> Irrigate pastures	<b>E6</b> Control pests and diseases
	<b>E7</b> Weed Pastures	<b>E8</b> Conserve pastures	

<b>F. MAINTAIN GOAT FARM</b>	<b>F1</b> Control parasites and diseases	<b>F2</b> Control vices	<b>F3</b> Vaccinate goats
	<b>F4</b> Maintain farm structures	<b>F5</b> Treat goats	<b>F6</b> Isolate sick goats
	<b>F7</b> Train goats	<b>F8</b> Trim goat hooves	<b>F9</b> Castrate male goats
	<b>F10</b> Groom goats	<b>F11</b> De-horn goats	<b>F12</b> Grade goats
	<b>F13</b> Cull goats	<b>F14</b> Milk goats	<b>F15</b> Mark goats
	<b>F16</b> Entertain goats	<b>F17</b> Keep records of management practices	

<b>G. MANAGE FARM TOOLS AND EQUIPMENT</b>	<b>G1</b> Purchase tools, equipment and implements	<b>G2</b> Train workers on tools and equipment usage	<b>G3</b> Operate farm equipment
	<b>G4</b> Prepare maintenance schedule	<b>G5</b> Allocate tools and equipment to workers	<b>G6</b> Store tool, equipment and implements
	<b>G7</b> Maintain farm tools and equipment	<b>G8</b> Keep inventory	

<b>H. PERFORM OCCUPATIONAL HEALTH SAFETY AND ENVIRONMENTAL PRACTICES</b>	<b>H1</b> Control soil erosion	<b>H2</b> Control over grazing	<b>H3</b> Administer first aid
	<b>H4</b> Manage dispose waste	<b>H5</b> Provide sanitation facilities	<b>H6</b> Sensitise workers on environmental protection issues
	<b>H7</b> Provide protective gear	<b>H8</b> Perform firefighting	<b>H9</b> Participate in health and safety training
	<b>H10</b> Keep health records		

<b>I. MARKET GOATS AND PRODUCTS</b>	<b>I1</b> Conduct market research	<b>I2</b> Process products	<b>I3</b> Package products
	<b>I4</b> Price goats and products	<b>I5</b> Brand goats and products	<b>I6</b> Store products
	<b>I7</b> Advertise goats and products	<b>I8</b> Transport goats and products	<b>I9</b> Participate in exhibitions
	<b>I10</b> Keep marketing records		

<b>J. PERFORM ADMINISTRATIVE TASKS</b>	<b>J1</b> Mobilise resources	<b>J2</b> Recruit workers	<b>J3</b> Prepare duty roaster
	<b>J4</b> Supervise works	<b>J5</b> Secure operational permits	<b>J6</b> Appraise workers
	<b>J7</b> Attend technical meetings	<b>J8</b> Advise clients and workers on technical matters	<b>J9</b> prepare technical reports
	<b>J10</b> Prepare administrative reports	<b>J11</b> Mentor/ train workers	<b>J12</b> Manage conflict
	<b>J13</b> Guide and counsel workers	<b>J14</b> Keep administrative records	<b>J15</b> Pay bills
	<b>J16</b> Motivate workers		

<b>K. PERSUE CONTINUOUS PROFESSIONAL DEVELOPMENT</b>	<b>K1</b> Network with peers on technical matters	<b>K2</b> Participate in livestock related trainings	<b>K3</b> Obtain membership in professional associations
	<b>K4</b> Review trade publications	<b>K5</b> Train interns and other stake holders	<b>K6</b> Participate in apprenticeship trainings
	<b>K7</b> Participate in trade fairs and shows	<b>K8</b> Participate in technical seminars/ workshops	

## Additional Informational

### Generic Knowledge & Skills

1. Tools equipment and implement usage, operation and maintenance
2. Waste management
3. Safety health and environment
4. Environmental changes awareness
6. Quality control
7. Communication skills
8. Information and communication Technology
9. Financial literacy
10. Problem solving/ critical thinking
11. Numeracy and literacy skills
12. Drug administration in animals
13. First aid
14. Care for young animals
15. Livestock farm bi-products utilisation
16. Team work and cooperation
17. Resource mobilisation and management
18. Entrepreneurship skills
19. Public relations
20. Counseling and guidance of staff
21. Interpersonal relations
22. Marketing skills
23. Time management
24. Record keeping
25. Types of transportation and transportation of animals
26. Staff training and mentoring skills
27. Analytical skills
28. Negotiation skills
29. Feed conservation and management
30. Business and customer service skills
31. Animal growth and development Stage
32. Human resource management
33. A good eye for detail
34. Hygiene and sanitation
37. Goat breeds
38. Goat behavior
39. Goat nutrition
40. Animal diseases and their signs and Symptoms
41. Goat gestation periods
42. Planning skills
43. Pastures and their management
44. Goat management systems
45. Goat pests and parasites and their control

**Tools, Equipment and Materials**

- |  |                                    |                           |
|--|------------------------------------|---------------------------|
| 1. Wheelbarrow   | 34. Cement                         | 66. Water pipes           |
| 2. Hammer  | 35. Iron sheets                    | 67. Water pumps           |
| 3. Scrubbing brushes   | 36. Water                          | 68. Taps                  |
| 4. Nails   | 37. Gloves                         | 69. Growth boosters       |
| 5. Pangas  | 38. Overalls, Gum boots            | 70. Fire extinguishers    |
| 6. Slashers  | 39. Headgear                       | 71. Store                 |
| 7. Bow sows  | 40. Milking salve                  | 72. Incinerator           |
| 8. Pasture seeds   | 41. Record books                   | 73. Generator             |
| 9. Chemicals(pesticides)   | 42. Tractors                       | 74. Fuel                  |
| 10. Acaricides   | 43. Disc ploughs                   | 75. Harvesters            |
| 11. First aid box  | 44. Disc harrows                   | 76. Chaff cutter          |
| 12. Thermometer  | 45. Planters                       | 77. Surveying materials   |
| 13. Milk cans  | 46. Weeders                        | 78. Milking machines      |
| 14. Jerry cans   | 47. Ropes                          | 79. Fertilizers           |
| 15. Milking pails  | 48. Computers                      | 80. Feed mixers           |
| 16. Knapsack sprayers  | 49. Transport means                | 81. Needles               |
| 17. Bucket pump  | 50. Stationeries                   | 82. Refrigerator          |
| 18. Weighing scale   | 51. Furniture                      | 83. Knives                |
| 19. Hoes   | 52. De-horning tools               | 84. Milling machines      |
| 20. Rakes  | 53. Castration materials and tools | 85. Fertilisers           |
| 21. Watering cans  | 54. Notches                        | 86. Disinfectants         |
| 22. Timber   | 55. Drenching gun                  | 87. Drugs                 |
| 23. Posts/poles  | 56. Tarpaulins                     | 88. Teat dips             |
| 24. Spades   | 57. Training boards                | 89. Soap                  |
| 25. Coarse aggregates  | 58. Tsetse fly traps               | 90. Lactometer            |
| 26. Identification materials and tools e.g. ear tags, ear applicators, branding rod etc. | 59. Cotton seed cake               | 91. Visitor's books       |
| 27. Brooms   | 60. Hoof trimmers                  | 92. Bags                  |
| 28. Fencing materials  | 61. Feed troughs                   | 93. Charcoal              |
| 29. Packing materials  | 62. Water troughs                  | 94. Charcoal stove        |
| 30. Maize bran   | 63. Hose pipes                     | 95. Salt                  |
| 31. Blood meal   | 64. Dust bin                       | 96. Multi vitamins        |
| 32. Bone meal  | 65. Spray race and dip tank        | 97. Shells                |
| 33. Sand   |                                    | 98. Communication gadgets |

Attitudes/Traits/Behavior	Trends and Concerns
<ol style="list-style-type: none"> <li>1. Self-motivated</li> <li>2. Trust worthy</li> <li>3. Honest</li> <li>4. Tolerant</li> <li>5. Hardworking</li> <li>6. Team work</li> <li>7. Disciplined</li> <li>8. Good time management</li> <li>9. Committed</li> <li>10. Good listener</li> <li>11. Flexible</li> <li>12. Result oriented</li> <li>13. Curious</li> <li>14. Competitive but cooperative</li> <li>15. Innovative and creative</li> <li>16. Responsible</li> <li>17. Physically fit</li> <li>18. Knowledgeable</li> <li>19. Patient</li> <li>20. Social</li> <li>21. Polite</li> <li>22. Vigilant</li> <li>23. Calm</li> <li>24. Respectful</li> <li>25. Confident</li> <li>26. Intelligent</li> <li>27. Logical</li> <li>28. Trainable</li> <li>29. Tidy</li> <li>30. Cooperative</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-criticism</li> <li>2. Customer care</li> <li>3. Bench marking with goat farmers in other countries</li> <li>4. Computer literacy</li> <li>5. Need for advanced technology</li> <li>6. Need to have goat farming products on the international markets</li> <li>7. Skills competition in goat farming products</li> <li>8. Public awareness of goat farming and its benefits</li> <li>9. Open line of progression/career development</li> <li>10. Value addition to goat products</li> <li>11. Poor extension services</li> <li>12. Price fluctuations of inputs and products</li> <li>13. Fake drugs on the market</li> <li>14. Expired drugs on the market</li> <li>15. Fake veterinary personnel</li> <li>16. Shortage of vaccines</li> <li>17. Limited management skills</li> <li>18. High prices for exotic breeds</li> <li>19. Limited technology</li> <li>20. Inadequate land for expansion of goat farming</li> <li>21. Seasonal markets</li> <li>22. Severe climatic changes</li> <li>23. Limited processing industries</li> <li>24. Government policy</li> <li>25. Inadequate networking among goat farmers</li> </ol>

## 2.0 ATP – PART II

### Training Modules for a GOAT 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 a GOAT FARMER to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration of time 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 GOAT FARMER- QUALIFICATION LEVEL 1?

A **Goat Farmer Level 1** is a person who rears goats, performs routine management practices and minor treatment of goats on a goat farm.

## **TRAINING MODULES FOR A GOAT FARMER UVQ LEVEL 1**

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/GF/M1.1	Milk Dairy goats	160	4
UE/GF/M1.2	Feed Goats	120	3
UE/GF/M1.3	Manage Pastures	80	2
UE/GF/M1.4	Control diseases and Parasites	320	8
UE/GF/M1.5	Construct Farm structures	120	3
UE/GF/M1.6	Establish Goat Farming Enterprise	80	5
<b>Summary</b>	<b>6 Training Modules</b>	<b>880 hours</b>	<b>25 weeks</b>

**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.

<b>Code</b>	<b>UE/GF/M1.1</b>
<b>Module title</b>	<b>M1.1: Milk Dairy Goats</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Goat Farmer UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, a trainee shall be able to prepare and milk goats
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Prepare Milking Facility</b></p> <p><b>LWA 1/2: Stimulate Goat for Milking</b></p> <p><b>LWA 1/3: Milk Goat</b></p> <p><b>LWA 1/4: Perform Occupational Health Safety and Environmental Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1/1: Prepare for Milking</b></p> <p>PEX 1.1: Clean milking parlor</p> <p>PEX 2.1: Clean milking equipment</p> <p>PEX 2.2: Clean self</p> <hr/> <p><b>LWA 1/2: Stimulate Goats for Milking</b></p> <p>PEX 2.1: Assemble dairy goats</p> <p>PEX 2.2: Assemble milking tools and equipment's</p> <p>PEX 2.3: Serve dairy meal</p> <p>PEX 2.4: Restrain goat</p> <p>PEX 2.5: Clean udder</p> <p>PEX 2.6: Massage udder</p> <p>PEX 2.7: Groom goat</p> <p>PEX 2.8: Apply milking salve</p> <hr/> <p><b>LWA 1/3: Milk animal</b></p> <p>PEX 3.2: Check for mastitis</p> <p>PEX 3.3: Perform manual milking</p>

	<p>PEX 3.4: Perform mechanised milking                  PEX 3.5: Control mastitis                  PEX 3.6: Strain milk                  PEX 3.7: Record production                  PEX 3.8: Test milk quality                  PEX 3.9: Store milk</p> <p><b>LWA 1/4: Practice Occupational Health Safety and Environmental Practices</b>                  PEX 4.1: Wear protective gear                  PEX 4.2: Manage waste                  PEX 4.3: Clean the milking parlor                  PEX 4.4: Sensitise workers on health issues                  PEX 4.5: Administer first aid</p>
<b>Occupational health and safety</b>	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
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Hygiene and sanitation</li> <li>• Milking tools and equipment usage and maintenance</li> <li>• Goat nutrition</li> <li>• Goat diseases and their symptoms</li> <li>• First aid administration</li> <li>• Occupational health, safety and environmental production</li> <li>• Literacy and numeracy</li> <li>• Milk storage and food safety guidelines</li> <li>• Clean milk production</li> <li>• Milking methods</li> </ul>
<b>Average duration of learning</b>	<p>160hours (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>3 day of occupational theory and</i></li> <li>• <i>17 days of occupational practice</i></li> </ul>

<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to the established regulations by recognised assessment body using related practical and written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	Milking cans, weighing scales, lactometer, strip cups, towel, wheelbarrow, measuring cups, scrubbing brush, feed troughs, milking machines, PPE, water troughs, spade, hoe, stainless steel pails, milk strainer, water containers, goat grooming equipment
<b>Minimum required materials and consumables or equivalent</b>	milking salve, water, disinfectants, maize bran, cotton seed cake, mineral salt blocks, shells, soap
<b>Special notes</b>	The theory must be integrated into the practice during training

<b>Code</b>	<b>UE/GF/M1.2</b>
<b>Module title</b>	<b>M1.2: Feed Goats</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Goat Farmer UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, a trainee shall be able to prepare and serve goat feeds
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Prepare Feeds and Water</b></p> <p><b>LWA 2/2: Serve Feeds</b></p> <p><b>LWA 2/3: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Prepare Feeds and Water</b></p> <p>PEX 1.1: Obtain ingredients</p> <p>PEX 1.2: Batch ingredients</p> <p>PEX 1.3: Mix ingredients</p> <p>PEX 1.4: Ferment feeds</p> <p>PEX 1.5: Harvest water</p> <p>PEX 1.6: Treat water</p> <p>PEX 1.7: Protect water source</p> <p>PEX 1.8: Supplement water</p> <p>PEX 1.9: Remove poisonous shrubs</p> <p>PEX 1.10: Transport feeds</p> <p>PEX 1.11: Store feeds</p> <p><b>LWA 2/2: Serve Feeds and Water</b></p> <p>PEX 2.1: Clean feeding and drinking troughs</p> <p>PEX 2.2: Portion feeds</p> <p>PEX 2.3: Stuff feed and water troughs</p> <p>PEX 2.4: Fill drinking troughs</p> <p>PEX 2.5: Provide mineral supplements</p> <p>PEX 2.6: Monitor browsing</p>

	<p><b>LWA 2/3: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p>PEX 3.1: Wear protective gear                  PEX 3.2: Manage waste                  PEX 3.3: Administer first aid                  PEX 3.4: Cleaning feeding tools and equipment                  PEX 3.6: Maintain general hygiene</p>
<b>Occupational health and safety</b>	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
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• Feed ingredients</li> <li>• Feed mixing procedure</li> <li>• Feeding schedules</li> <li>• Feed supplements</li> <li>• Feed types</li> <li>• Feed conservation</li> <li>• Goat nutrition</li> <li>• Time of release for free range</li> <li>• Occupational health, safety and environmental protection practices</li> </ul>
<b>Average duration of learning</b>	<p>120 hours (15days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>5 days of occupational theory and</i></li> <li>• <i>10 days of occupational practice</i></li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank

<b>Minimum required tools/ equipment/ implements or equivalent</b>	weighing scale, panga, spade, wheelbarrow, sickle, PPE (overall, gloves, head gear, nose mask, gum boots), brooms, spade, pallets, feed and water troughs, water containers
<b>Minimum required materials and consumables or equivalent</b>	feed ingredients, mineral supplements, water, ropes, pastures and shrubs, bags
<b>Special notes</b>	The theory and practice must be integrated during training delivery

<b>Code</b>	<b>UE/GF/M1.3</b>
<b>Module title</b>	<b>Manage Pasture and Shrubs</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Goat Farmer UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, a trainee shall be able to grow, maintain and conserve pastures and shrubs
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Grow Pastures/Shrubs</b>  <b>LWA 3/2: Maintain Pastures/Shrubs</b>  <b>LWA 3/3: Conserve Pastures</b>  <b>LWA 3/4: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 3/1: Grow Pastures/Shrubs</b>                  PEX 1.1: Select Site                  PEX 1.2: Clear site                  PEX 1.3: Prepare seed bed                  PEX 1.4: Identify pasture seed stock                  PEX 1.5: Plant pastures and trees                  PEX 1.6: Apply fertilisers</p> <p><b>LWA 3/2: Maintain Pasture/Shrubs</b>                  PEX 2.1: Weed pastures                  PEX 2.3: Control pasture pests                  PEX 2.4: Top pastures                  PEX 2.5: Fertilise pastures                  PEX 2.6: Irrigate pastures                  PEX 2.7: Harvest pastures                  PEX 2.8: Reseed/ over-sow pasture                  PEX 2.9: Control wild fires</p> <p><b>LWA 3/3: Conserve Pastures</b>                  PEX 3.1: Make silage</p>

	PEX 3.2: Make hay PEX 3.3: Store fodder  <b>LWA 3/4: Perform Occupational Health Safety and Environmental Protection Practices</b> PEX 4.1: Manage waste PEX 4.2: Wear protective gear PEX 4.3: Administer first aid PEX 4.4: Maintain hygiene PEX 4.5: Observe bio security PEX 4.6: Perform fire fighting
<b>Occupational health and safety</b>	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
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	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: <ul style="list-style-type: none"> <li>• Pasture/ shrub types and varieties</li> <li>• Irrigation system</li> <li>• Pasture management</li> <li>• Re-seeding pastures</li> <li>• Fertiliser types and their application</li> <li>• Conservation of soil and water</li> </ul>
<b>Average duration of learning</b>	80 hours (10 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 2 days of occupational theory and</li> <li>• 8 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	hoes, pangas, slashers (knapsack sprayers and boom) , tractor/trucks, planters, seed drills, PPE, string, rope, rake, weeders, mask, silage, chopping machine
<b>Minimum required materials and</b>	pasture seeds, books, water, fertilisers, agri-chemicals, pens, pencils, books, paper, baling materials,

<b>consumables or equivalent</b>	tarpaulins/polythene, ropes, pasture preservatives
<b>Special notes</b>	The theory must be integrated into the practice during delivery

<b>Code</b>	<b>UE/GF/M1.4</b>
<b>Module title</b>	<b>M1.4: Control Diseases and Parasites</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Goat Farmer UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to prevent and control goat diseases and parasites
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Control Goat Parasites</b></p> <p><b>LWA 4/2: Control Goat Diseases</b></p> <p><b>LWA 4/3: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 4/1: Control Goat Diseases</b></p> <p>PEX 1.1: Fence off goat unit</p> <p>PEX 1.2: Clean and disinfect animal unit</p> <p>PEX 1.3: Install foot bath</p> <p>PEX 1.4: Participate in goat vaccination</p> <p>PEX 1.5: Identify sick goats</p> <p>PEX 1.6: Isolate sick goats</p> <p>PEX 1.7: Perform minor treatment</p> <p>PEX 1.8: Report sick goats to supervisor/ veterinarian</p> <p>PEX 1.9: Dispose wastes</p> <p>PEX 1.10: Keep goat health records</p> <p>PEX 1.11: Participate in conducting post mortem</p> <p>PEX 1.12: Dispose dead goats</p> <p><b>LWA 4/2: Control Goat Parasites</b></p> <p>PEX 2.1: Identify parasites</p> <p>PEX 2.2: Trap parasites</p> <p>PEX 2.3: Identify chemicals</p> <p>PEX 2.4: Spray/dip goats</p> <p>PEX 2.5: Clear bushes</p>

	<p>PEX 2.6: Deworm goats                  PEX 2.7: Keep health records e.g. deworming, mortality etc.</p> <p><b>LWA 4/5: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 5.1: Administer first aid                  PEX 5.2: Train other workers on safety measure                  PEX 5.3: Wear protective gear                  PEX 5.4: Observe health and safety regulations                  PEX 5.6: Dispose hazardous waste                  PEX 5.7: Store hazardous chemicals                  PEX 5.8: Observe quarantine</p>
<b>Occupational health and safety</b>	<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>
<b>Pre-requisite modules</b>	<p>None</p>
<b>Related knowledge/ theory</b>	<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"> <li>• Goat diseases signs and symptoms</li> <li>• Goat parasites and control methods</li> <li>• Spraying methods</li> <li>• Chemicals and drugs and their administration</li> <li>• Waste management</li> <li>• First aid and administration</li> <li>• Health safety and environmental concerns</li> <li>• Communication skills</li> <li>• Numeracy and literacy</li> <li>• Position of droppings</li> <li>• Vaccination</li> <li>• Culling of goats</li> <li>• Post mortem</li> </ul>
<b>Average duration of learning</b>	<p>320 hours (40days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 05 days of occupational theory and</li> <li>• 35 days of occupational practice</li> </ul>

<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	crush, PPE, rope, sprayer, dip tanks, spray race, syringes and needles, thermometer, panga, slashers, rake, basin, sign posts, tractor/ trucks, drenching gun, water containers, weight estimation tape
<b>Minimum required materials and consumables or equivalent</b>	water, soap, disinfectants, antiseptics, stationery, acaricides, vaccines, drugs, goat, labels
<b>Special notes</b>	The theory must be integrated into the practice during delivery

<b>Code</b>	<b>UE/GF/M1.5</b>
<b>Module title</b>	<b>M1.4: Construct Farm Structures</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Goat Farmer UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to put in place and manage the various farm structures
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 5/1: Construct Housing Units</b></p> <p><b>LWA 5/3: Maintain Farm Structures</b></p> <p><b>LWA 5/4: Manage Construction Tools and Equipment</b></p> <p><b>LWA 5/5: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 5/1: Construct Goat Housing Unit</b></p> <p>PEX 1.1: Participate in site selection</p> <p>PEX 1.2: Demarcate area</p> <p>PEX 1.3: Clear site</p> <p>PEX 1.4: Determine building materials and equipment</p> <p>PEX 1.5: Secure building materials and equipment</p> <p>PEX 1.6: Erect structures (pens, shades, crush, exercising area, store, workers house, feed troughs, fence, water troughs, dip tank, water reservoir, foot bath)</p> <p><b>LWA 5/3: Maintain Farm Structures</b></p> <p>PEX 3.1: Repair/replace feeding troughs</p> <p>PEX 3.2: Repair/replace fence</p> <p>PEX 3.3: Repair/replace housing unit</p> <p>PEX 3.4: Repair/replace pens</p> <p>PEX 3.5: Repair/replace shades</p> <p>PEX 3.6: Repair/replace crush</p> <p>PEX 3.7: Repair/replace fence</p> <p>PEX 3.6: Keep maintenance records</p>

	<p><b>LWA 5/4: Manage Construction Tools, Equipment and Materials</b></p> <p>PEX 4.1: Store tools, equipment and materials                  PEX 4.2: Maintain tools, equipment and materials                  PEX 4.3: Dispose of unwanted tools and equipment's                  PEX 4.4: Maintain inventory</p> <p><b>LWA 5/5: Perform Occupation Health Safety and Environmental Protection Practices</b></p> <p>PEX 5.1: Administer first aid                  PEX 5.2: Train other workers on health and safety measures                  PEX 5.3: Wear protective gear                  PEX 5.4: Observe health and safety regulations                  PEX 5.5: Perform Bio-security                  PEX 5.6: Perform firefighting                  PEX 5.7: Manage waste                  PEX 5.8: Display safety signs</p>
<b>Occupational health and safety</b>	<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>
<b>Pre-requisite modules</b>	<p>None</p>
<b>Related knowledge/ theory</b>	<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"> <li>• Construction materials</li> <li>• Water conservation methods</li> <li>• Measurements</li> <li>• Building and joinery</li> <li>• Tool usage, storage and maintenance</li> <li>• Goat farm structures</li> <li>• Types of fences</li> <li>• Occupational health, safety and environmental regulations</li> </ul>
<b>Average duration of learning</b>	<p>240 hours (30days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>5 day of occupational theory and</i></li> <li>• <i>25 days of occupational practice</i></li> </ul>

<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	hammer, PPE, wheelbarrow, saws, pangas, sign posts, u-nails, spades, sign posts, shovels, trucks, measuring tape, spirit level, hoe, axes, ladders
<b>Minimum required materials and consumables or equivalent</b>	sand, water, cement, diesel/ paraffin, bricks, aggregates, gravel, fencing materials, paint, poles/posts timber, roofing materials, ropes, preservatives
<b>Special notes</b>	<ul style="list-style-type: none"> <li>The theory must be integrated into the practice delivery</li> </ul>

<b>Code</b>	<b>UE/GF/M1.6</b>
<b>Module title</b>	<b>M1.6: Establish Goat Farming Enterprise</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Goat Farmer UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to set up and sustain a goat farming enterprise
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 6/1: Prepare Production Plan</b>  <b>LWA 6/2: Mobilize Resources and Implement</b>  <b>LWA 6/3: Market Goat Farm Products</b>  <b>LWA 6/4: Maintain Goat Enterprise</b>  <b>LWA 6/5: Perform Value Addition to Goat Products</b>  <b>LWA 6/6: Perform Administrative Tasks</b>  <b>LWA 6/7: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 6/1: Prepare Production Plan</b>                  PEX 1.1: Develop business idea                  PEX 1.2: Determine required resources                  PEX 1.3: Identify sources 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><b>LWA 6/2: Mobilise Resources</b>                  PEX 2.1: Secure finances                  PEX 2.2: Secure land                  PEX 2.3: Recruit workers                  PEX 2.4: Train workers</p>

	<p>PEX 2.5: Secure livestock production implements                  PEX 2.6: Set up enterprise</p> <p><b>LWA 6/3: Market Goat Farm Products</b>                  PEX 3.1: Price products                  PEX 3.2: Brand products                  PEX 3.3: Sell products                  PEX 3.4: Negotiate prices with customers                  PEX 3.5: Perform customer care services                  PEX 3.6: Communicate with stake holders                  PEX 3.7: Exhibit goat farm products</p> <p><b>LWA 6/4: Maintain Goat Enterprise</b>                  PEX 4.1: Keep business records (sales production, inventory, income/expenditure etc.                  PEX 4.2: Record enterprise development trends                  PEX 4.3: Network with peers on technical matters                  PEX 4.4: Manage finances                  PEX 4.5: Prepare work schedule                  PEX 4.6: Manage human resources                  PEX 4.7: Prepare portfolio                  PEX 4.8: Pay bills</p> <p><b>LWA 6/5: Perform Value Addition to Goat Products</b>                  PEX 5.1: Pack goat products                  PEX 5.3: Preserve goat products</p> <p><b>LWA 6/6: Perform Occupation Health Safety and Environmental Protection Practices</b>                  PEX 6.1: Administer first aid                  PEX 6.2: Conduct medical checkups                  PEX 6.3: Wear protective gear                  PEX 6.4: Observe good agricultural production practices                  PEX 6.5: Manage wastes                  PEX 6.6: Display safety signs                  PEX 6.7: Perform firefighting                  PEX 6.8: Observe environmental protection regulations                  PEX 6.9: Manage psychosocial hazards                  PEX 6.10: Handle chemicals</p>
<b>Occupational health and safety</b>	<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>
<b>Pre-requisite</b>	<p>None</p>

<b>modules</b>	
<b>Related knowledge/ theory</b>	<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"> <li>• Budgeting</li> <li>• Record keeping</li> <li>• Pricing</li> <li>• Marketing</li> <li>• Customer care</li> <li>• Good agricultural production practices</li> <li>• Financial literacy</li> <li>• Human resource management</li> <li>• Basic project planning, management and evaluation</li> <li>• Risk management</li> <li>• Financial literacy</li> <li>• Numeracy and literacy</li> <li>• ICT</li> <li>• Occupational health, and environmental protection practices and regulations</li> </ul>
<b>Average duration of learning</b>	<p>240 hours (30days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>06 days of occupational theory and</i></li> <li>• <i>24 days of occupational practice</i></li> </ul>
<b>Suggestions on organisation of learning</b>	<p>The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.</p>
<b>Assessment</b>	<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>
<b>Minimum required tools/ equipment/ implements or equivalent</b>	<p>furniture, computers, calculators, vehicles, ICT gadgets, trucks, PPE, waste bins, sanitation facilities</p>
<b>Minimum required materials and consumables or equivalent</b>	<p>stationery, fuel, packaging materials, goats</p>
<b>Special notes</b>	<p>The theory must be integrated into the practice during delivery</p>

<b>Code</b>	<b>UE/GF/M1.7</b>
<b>Module title</b>	<b>M1.7: Manage Goats</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Goat Farmer UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to rear for different types of goats
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 7/1: Care for pregnant goats</b></p> <p><b>LWA 7/3: Care for kids</b></p> <p><b>LWA 7/4: Care for milking goats</b></p> <p><b>LWA 7/5: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 7/1: Care for Pregnant Goats</b></p> <p>PEX 1.1: Identify goats on heat</p> <p>PEX 1.2: Perform natural mating of goats</p> <p>PEX 1.3: Identify pregnant goats</p> <p>PEX 1.4: Isolate pregnant goats</p> <p>PEX 1.5: Check pregnancy status</p> <p>PEX 1.6: Monitor weight</p> <p>PEX 1.7: Supplement feeding</p> <p>PEX 1.8: Prepare kidding facility</p> <p>PEX 1.9: Assist in goat kidding</p> <hr/> <p><b>LWA 7/2: Care for Kids</b></p> <p>PEX 2.1: Train kid</p> <p>PEX 2.2: Perform bucket/ bottle feeding</p> <p>PEX 2.3: Prepare pens</p> <p>PEX 2.4: Clean and disinfect navel</p> <p>PEX 2.5: Control predators</p> <p>PEX 2.6: Vaccinate kids</p> <p>PEX 2.7: Wean kids</p>

	<p>PEX 2.8: Socialise kids                  PEX 2.9: Castrate kids                  PEX 2.10: Identify kids                  PEX 2.11: Disbud kids                  PEX 2.12: Wean kids                  PEX 2.13: Keep records</p> <p><b>LWA 7/3: Perform Occupation Health Safety and Environmental Practices</b></p> <p>PEX 3.1: Manage waste                  PEX 3.2: Wear protective gear                  PEX 3.3: Observe occupational health, safety and environmental protection practices                  PEX 3.4: Manage hygiene                  PEX 3.5: Administer first aid                  PEX 3.6: Handle chemicals                  PEX 3.7: Observe bio-security                  PEX 3.8: Display safety signs</p>
<b>Occupational health and safety</b>	<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>
<b>Pre-requisite modules</b>	<p>None</p>
<b>Related knowledge/ theory</b>	<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"> <li>• Good agricultural production practices</li> <li>• Numeracy and literacy</li> <li>• ICT</li> <li>• Occupational health, safety and environmental protection practices and regulations</li> <li>• Care for kids and pregnant goats</li> <li>• Farm record keeping</li> <li>• Goat nutrition</li> </ul>
<b>Average duration of learning</b>	<p>80 hours (10days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 2 day of occupational theory and</li> <li>• 8 days of occupational practice</li> </ul>

<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	pen, kidding facility, vehicles, ICT gadgets, trucks, PPE, waste bins, sanitation facilities, castration equipment, debbuding equipment, identification tools, tag applicator, syringes and needles, drenching gun, sprayers, water containers
<b>Minimum required materials and consumables or equivalent</b>	stationery, fuel, goats, tags, water, disinfectants, antiseptics, drugs and vitamins
<b>Special notes</b>	<ul style="list-style-type: none"> <li>The theory must be integrated into the practice delivery</li> </ul>

## **3.0 ATP- PART III**

### **Assessment Instruments for a GOAT 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 GOAT FARMER are included.

**Overview of Test Item Samples Included**

No	Type of test Items	Numbers included
1.	Written (Theory)- short answer	1
2.	Written (Theory)- multiple choice	3
3.	Written (Theory)- matching with- generic	3
4.	Written (Theory)- matching with- cause effect	2
5.	Written (Theory)- matching item- work sequence	2
6.	Performance (Practical) test item	2
<b>Total</b>		<b>13</b>

### WRITTEN TEST ITEMS (SAMPLES)

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

<b>Test Item</b>	Write down three equipment that are used in milking a goat
<b>Answer spaces</b>	(i) ..... (ii) ..... (iii) .....
<b>Expected key (answers)</b>	(i) Strip cup (ii) Milking can (iii) Milking machine (iv) Milking bucket (v) Milk strainer

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

Test Item	Name four elements in a mineral supplement for goats
<b>Answer spaces</b>	(i) ..... (ii) ..... (iii) ..... (iv) .....
<b>Expected key (answers)</b>	(i) Calcium (ii) Phosphorus (iii) Iron (iv) Copper (v) Zinc (vi) Manganese (vii) Magnesium (viii) Selenium (ix) Boron

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Goat 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:	M1.6			
Time allocation:	4 minutes			

Test Item	List any four farm structures that can be used in disease control on a goat farm
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected key (answers)	(i) Crush (ii) Spray race (iii) Dip tank (iv) Fence (v) Footbath

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Goat 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. Brucella C. Foot and mouth disease D. Mastitis

Key (answer)	D
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Goat 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 Module:	M			
Time allocation:	2 minutes			

Test Item	Which of the following practices can a goat farmer use to maintain pastures
Distractors and correct answer	A. Balling 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. 6			
Occupational Title:	Goat 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 Module:	M			
Time allocation:	2 minutes			

Test Item	Which of the following tools is used for controlling bloat in goats?
Distractors and correct answer	A. Drenching gun B. Syringe and needle C. Thermometer D. Trocar and Cannula

Key (answer)	D
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Goat Farmer			
Qualification 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 tasks:	M1.4			
Time allocation:	3 minutes			

<b>Test Item</b>	Match the following tools and equipment with their uses on a goat farm
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Column A (Tools)	
1.	Strip cup
2.	Hammer
3.	Hand saw
4.	Feed trough

Column B (Activities)	
A.	Drive nails into wood
B.	Hold fodder for goats
C.	Cut pastures to feed goats
D.	Hold milk for the goats to use
E.	Test for mastitis in milk
F.	Strain milk
G.	Cut timber

<b>Key (answer)</b>	1:E, 2:A, 3:G. 4:B
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<b>DIT/ QS</b>	<b>Test Item Database Written (Theory) Test Item- no. 8</b>			
<b>Occupational Title:</b>	Goat Farmer			
<b>Qualification level:</b>	Level 1			
<b>Code no.</b>				
<b>Test Item type:</b>	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
		√		
<b>Complexity level:</b>	C1			
<b>Date of OP:</b>	August 2020			
<b>Related tasks:</b>	M1.5			
<b>Time allocation:</b>	3 minutes			

<b>Test Item</b>	Match the following structures with their functions on a goat farm
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Column (A)	
1	Crush
2	Milking shade
3	Water reservoir
4	Foot bath

Column (B)	
A	Treating water on the farm
B	Restraining goats
C	Filtering milk
D	Store water on the farm
E	Shelter goats
F	Protect goats from tsetse flies
G	Disinfecting Hooves

<b>Key (answer)</b>	1-B, 2-E, 3-D, 4-G
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Goat 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:	M1.4			
Time allocation:	2 minutes			

<b>Test Item</b>	Arrange the following goat body parts to give the order when spraying a goat using a bucket spray pump
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Head
2 <sup>nd</sup>	B	Back
3 <sup>rd</sup>	C	Brisket
4 <sup>th</sup>	D	Belly
5 <sup>th</sup>	E	Rear

<b>Key (answer)</b>	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.10
Occupational Title:	Goat Farmer
Competence level:	Level 1
Code no.	
Test Item:	Milk a dairy goat using manual method
Complexity level:	P 2
Date of OP:	August 2020
Related Module:	M1.1
Related skills and knowledge:	<ul style="list-style-type: none"> <li>• Milking methods</li> <li>• Milk handling</li> <li>• Milk testing methods</li> <li>• Milk hygiene</li> <li>• Goat handling</li> <li>• Restraint methods</li> <li>• Milking schedules</li> <li>• Personal hygiene</li> <li>• Environmental hygiene</li> </ul>
Required tools, materials and equipment:	Milking goat, milking salve, milking parlour, pail, milk can, rope, milk strainer, dairy meal, feed trough, water trough, water, PPE
Time allocation:	3 hours
Preferred venue:	Milking parlour
Remarks for candidates	<ul style="list-style-type: none"> <li>• Avail protective wear</li> <li>• Observe health, safety and environmental precautions</li> </ul>
Remarks for assessors	Provide the tools, equipment and materials listed above

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	Cleaned self		1
		<u>Wore protective gear</u>		
		Overall		
		Gum boots		
		Head gear		
		Hand gloves		4
		Nose mask		
		Cleaned milking parlor	2	
		No rubbish/ dirt observed in milking area		3
2	Preparation of the goat for milking	Collected tools equipment and materials		1
		Arranged tools, equipment and materials in order for use		2
		Clean tools and equipment's observed		2
		Brought goat to the milking parlour		1
		Served dairy meal to the goat		1
		Restrained the goat for milking	2	
		No harm observed on the goat		2
		Trimmed the over grown hair around the teats	2	
		Cutting of hair following the hair alignment observed		2
3	Milking the goat	Washed the udder of the goat	2	
		Dried udder with udder towel	1	
		Clean and dried udder observed		2
		Washed hands	2	
		Applied milking salve/gel onto teats	1	
		Massaged the udder of the goat	2	
		Use of warm water observed		3

**UVQF: Assessment and Training Package (ATP) for a GOAT FARMER**  
**QUALIFICATION LEVEL 1** **August 2020**

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Tested for mastitis	2	
		Use of a strip cup observed		2
		Milked the goat	3	
		No spillage of milk observed		2
		Flabby udder observed		2
4	Post milking tasks	Released the goat		1
		Strained the milk	2	
		Milk free from foreign matter observed		2
		Measured the milk		1
		Recorded the milk quantity		2
		Tested for milk quality	2	
		Density of milk recorded		2
		Cleaned the milking parlour	3	
		Dirt free parlour observed		2
		Cleaned the milking tools and utensils	3	
		Dirt free milking tools and utensils observed		2
		Stored tools and equipment		1
		Removed protective gear		1
	<b>TOTAL</b>		<b>33</b>	<b>40</b>
	<b>Maximum score (Y)</b>	<b>(X/Y) x 100</b>	<b>73</b>	

DIT/ QS	Test Item Database Performance Test Item- no.11
<b>Occupational Title:</b>	Goat Farmer
<b>Competence level:</b>	Level 1
<b>Code no.</b>	
<b>Test Item:</b>	a) Spray a goat against external parasites using a bucket spray pump b) Administer oral liquid drug to treat a goat with internal Parasites.
<b>Complexity level:</b>	P 2
<b>Date of OP:</b>	August 2020
<b>Related Module:</b>	M1.1
<b>Related skills and knowledge:</b>	<ul style="list-style-type: none"> <li>• Spraying schedules,</li> <li>• Mixing of chemicals,</li> <li>• Spraying skills, chemicals and drugs,</li> <li>• Drug administration technique methods,</li> <li>• Animal diseases and parasites; signs and symptoms and control methods</li> <li>• Acaricides handling and application</li> </ul>
<b>Required tools, materials and equipment:</b>	bucket, spray pump, measuring cylinder, water, detergents, Acaricides, goats, crush, spray race, drenching gun
<b>Time allocation:</b>	2 hours
<b>Preferred venue:</b>	Goat farm
<b>Remarks for candidates</b>	<ul style="list-style-type: none"> <li>• Avail protective wear</li> <li>• Observe health, safety and environmental precautions</li> </ul>
<b>Remarks for assessors</b>	Provide the necessary tools, equipment and materials listed above

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for task	<u>Wore protective gear</u>		1
		Overall		1
		Gum boots		1
		Head gear		1
		Hand gloves		1
		Nose mask		1
		Eye shield		1
		Cleaned work area	1	
		No rubbish observed in crush and spray race		2
1	Arranged tools equipment and materials			
		Tools equipment and materials arranged in order for use		2
		Clean tools and equipment observed		2
2	Assembled bucket spray pump		2	
		Tested bucket spray for functionality	2	
		No leakage observed on the pump		2
		2	Preparation for oral liquid drug	Prepared drug according to manufacturer's instructions
Loaded drenching gun with drug	2			
No spillage of drug observed				2
Correct dosage verified				2
3	Administration of oral drug	Restrained goat	2	
		No bruises on goat observed		2
		Administered drugs	2	
		Use of a drenching gun observed		2
		Held up head to facilitate swallowing	2	
		No spillage of dose observed		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
4	Preparation of Acaricide Mixture	Measured acaricide and water according to the manufacturer's instructions	2	
		Manufacture's instruction verified		2
		No spillage of acaricide observed		2
		First mixed the acaricide to the water (e.g. 1ltr) then topped to the mark	3	
5.	Spraying Goat	Drove goat to the crush	2	
		Closed crush	2	
		Limited movement of goats observed		2
		Sprayed the goat	4	
		Order of spraying observed		4
		Spraying against the hair alignment observed		3
		Left goat for 3-5mins to drip dry before releasing them from the crush		3
6.	Performing post treatment tasks	Recorded date of chemical administration	2	
		Cleaned crush	2	
		Clean crush observed		2
		Cleaned tools and equipment	2	
		Stored unused materials	2	
<b>TOTAL</b>			<b>35</b>	<b>42</b>
<b>Maximum score (Y)</b>		<b>(X/Y) x 100</b>	<b>77</b>	

## 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 Goat Farmer occupation, Secondary school Teachers who double as examiners of Agriculture with the Uganda National Examination Board and Curriculum Development Specialists working with the National Curriculum Development Centre (NCDC).

The job expert panel, guided by UVQF Facilitators defined duties and tasks performed and provided additional generic information regarding the occupation.

#### 4.2 Training Modules Review (August 2020)

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

#### 4.4 Methodology

The rationale for the Assessment and Training Package review 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 Panel

The participating panels of job practitioners required at different stages were constituted by members from the following organisations

Review Panel		
No	Name	Institution/ Organisation
1	Yusuf Buwanguzi	Buwanguzi Farm
2	Isooba James	UNEB
3	Mulumba Mutema Mathias	NCDC
4	Zawedde Carol	Mulinza Farms
5	Kitanda Bonny	Hams animal breeding farms
6	Onzia Joseph	Aliboro Happy Farmers Ltd
7	Nsubuga Stephen Bunjo	C and DG Farm
8	Mpanga Samuel	MUARIK
9	Mityero Benard	Iganga S.S
10	Egwal Victor Benson	UNEB
11	Abenakyo Faith	St. Mary's College Kisubi

#### 4.6 Facilitator team

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

1. **Team Leader:** Ms. Mukyala Ruth Ag Deputy Director, DIT
2. **Facilitators:** Ms. Komugisha Noeline Ag. SQO, DIT and Kyarizi Lovance QO, DIT
3. **DIT Data Entrants:** Ms. Aheebwa Joan, Ms.Nalwanga Phionah, Ms. Kyatuhairi Fortunate
4. **Compiled by:** Ms. Nalwanga Phionah
5. **Edited by:** Ms. Mukyala Ruth Ag. DD QS Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT;

**4.7 Reference time:**

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

**References:**

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