



Ethiopian TVET-System



Poultry Production Short Term Training Curriculum

Based on Occupational Standard (OS)

February, 2020
Addis Ababa, Ethiopia



Project Financed by the European Union



Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and Standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational Standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven TVET-Delivery. Curricula help to facilitate the learning process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational Standards (OS). **Responsibility for Curriculum Development will be given to the Regional TVET-Authorities and TVET-Providers.**

This curriculum has been developed by a group of experts from different Regional TVET-Authorities based on the occupational Standard for Poultry production. It has the character of a model curriculum and is an example on how to transform the occupational requirements as defined in the respective occupational Standard into an adequate curriculum.

The curriculum development process has been actively supported and facilitated by the Ministry of Science and Higher Education/Federal TVET Agency – in line with one of its mandates to provide technical support to the regions – and by the Agency for refugees and Returnees Affairs (ARRA)

TVET-Program Design

1.1. TVET-Program TITLE: Poultry Production for Short term training

1.2. TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the learners to the Standard required by the occupation. The contents of this program are in line with the occupational Standard selected unit of competence from poultry production LI and poultry production LII program. Learners who successfully

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completed the Program will be qualified to work as a Poultry producers with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the Agriculture Sector in the field of Poultry Production.

The prime objective of this training program is to equip the learners with the identified competences specified in the OS. Graduates are therefore expected to Identify Poultry Production systems and activities, Identify Basic Farm Record, Implement Poultry Farm Waste management, Implement feeding plans for Poultry production, Brood poultry, Maintain Health and Welfare of Poultry and Develop Business practices in accordance with the performance criteria described in the poultry production LI and poultry production LII OS for selected Unit of competence.

1.3. TVET-Program Learning Outcomes

The expected outputs of this program are the acquisition and implementation of the following units of competence –

<u>AGR PLP2 01 0719</u>	Identify Poultry Production systems and activities
<u>AGR PLP3 07 0719</u>	Implement feeding plans for Poultry production
<u>AGR PLP3 09 0719</u>	Brood poultry
<u>AGR PLP3 13 0719</u>	Implement Poultry Farm Waste management
<u>AGR PLP3 12 0719</u>	Maintain Health and Welfare of Poultry
<u>AGR PLP2 11 0719</u>	Identify Basic Farm Record
<u>AGR PLP2 15 0719</u>	Develop Business practices

1.4. Duration of the TVET-Program

The Program will have duration of 265 hours including the on-the-job practice or cooperative training time

1.5. Qualification Level and Certification

The learner can exit after successfully completing the modules in the short term training program and will be awarded the equivalent institutional certificate on the training package completed.

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1.6. Target Groups

Any citizen **with or without disability** who meets the entry requirements under items 1.7 and capable of participating in the learning activities is entitled to take part in the Program.

1.7 Entry Requirements

The prospective participants of this program are required to possess the requirements or directive of the Federal TVET Agency.

1.8 Mode of Delivery

This TVET-Program is characterized as a non formal Program. The mode of delivery is co-operative training. The TVET-institution and identified companies have forged an agreement to co-operate with regard to implementation of this program. The time spent by the trainees in the industry will give them enough exposure to the actual world of work and enable them to get hands-on experience.

The co-operative approach will be supported with school-based lecture-discussion, simulation and actual practice. These modalities will be utilized before the trainees are exposed to the industry environment.



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1.9. TVET-Program Structure



UNIT OF COMPETENCE		MODULE CODE & TITLE		LEARNING OUTCOMES	Duration (In Hours)
AGR PLP2 01 0719	Identify Poultry Production systems and activities	AGR PLP2 M01 0120	Identifying Poultry Production systems and activities	<ul style="list-style-type: none"> Identify poultry production systems and their requirements Identify and select poultry breed Identify poultry house and facility requirements 	40hrs
AGR PLP3 07 0719	Implement feeding plans for Poultry production	AGR PLP3 M02 0120	Implementing feeding plans for Poultry production	<ul style="list-style-type: none"> Interpret poultry feeding plans. Prepare for feeding Mix feed Conduct hygiene and administration activities Order and store feed and ingredients 	45hrs
AGR PLP3 09 0719	Brood poultry	AGR PLP3 M03 0120	Brooding poultry	<ul style="list-style-type: none"> Prepare for brooding Carry out brooding Shed operation 	35hrs



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AGR PLP3 13 0719	Implement Poultry Farm Waste management	AGR PLP3 M04 0120	Implementing Poultry Farm Waste management	<ul style="list-style-type: none"> • Handle Poultry wastes materials • Maintain waste matter storage and disposal system • litter Materials Utilization • Monitor waste matter disposal system • Conduct hygiene and administration activities 	40hrs
AGR PLP3 12 0719	Maintain Health and Welfare of Poultry	AGR PLP3 M05 0120	Maintaining Health and Welfare of Poultry	<ul style="list-style-type: none"> • monitor poultry health and welfare • Provide an optimal environment for poultry • Administer vaccines or alternative therapies • Collect samples for analysis • Remove non-viable poultry • Keep and maintain record 	35hrs
<u>AGR PLP2 11 0719</u>	Identify Basic Farm Record	AGR PLP2 M06 0120	Identifying Basic Farm	<ul style="list-style-type: none"> • Identify data to be collected • Record Poultry farm data 	25hrs



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			Record	<ul style="list-style-type: none"> • Present and store Poultry farm data 	
<u>AGR PLP2 15 0719</u>	Develop Business practices	AGR HCP2 M07 0120	Developing Business practices	<ul style="list-style-type: none"> • Identify business opportunities and business skills • Plan for the establishment of business operation • Implement Business Development Plan • Review implementation process and take corrective measures • Establish contact with customers and clarify needs of customer • Develop and Maintain Business Relationship 	45Hrs



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1.10 Institutional Assessment

Two types of evaluation will be used in determining the extent to which learning outcomes are achieved. The specific learning outcomes are stated in the modules. In assessing them, verifiable and observable indicators and Standards shall be used.

The **formative assessment** is incorporated in the learning modules and form part of the learning process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining learning outcomes. It identifies the specific learning errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

Summative Evaluation the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term 'competent or not yet competent'.

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation.

1.11 TVET Teachers Profile

The teachers conducting this particular TVET Program are **C** Level trainers and have satisfactory practical experiences or equivalent qualifications.



LEARNING MODULE-01

TVET PROGRAM TITLE: Poultry production for short term training

MODULE TITLE : Identifying Poultry Production systems and activities

MODULE CODE : AGR PLP2 M01 0120

NOMINAL DURATION: 40 Hours

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MODULE DESCRIPTION:

This module covers the knowledge, skills and attitude for implementation of poultry production activities that require identifying poultry production system, select poultry breed and breeding, and identify housing systems and housing facilities.

LEARNING OUTCOMES

At the end of the module the learner will be able to:

- LO1.** Identify poultry production systems and their requirements
- LO2.** Identify and select poultry breed
- LO3.** Identify poultry house and facility requirements

MODULE CONTENTS:

LO1. Identify poultry production systems and their requirements

- 1.1 Identifying and characterizing poultry production systems
- 1.2 Identifying materials, tools and equipment's for poultry production.
- 1.3 Recommending Suitable and feasible production system
- 1.4 Identifying Information on the availability of demanded breeds and flock size
- 1.5 Co-ordinating and Monitoring poultry production systems

LO2 Identify and select poultry breed

- 2.1. Identifying and characterizing common poultry breeds
 - 2.1.1 Commercial or Exotic Breeds

2.1.2 Indigenous (local) Breeds

2.2 Identifying and deciding criteria for selection

2.2.1 Breeding goals

2.2.2 Egg laying hens Identification

2.2.3 Fertile and non-fertile eggs classification

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LEARNING METHODS:

For None Impaired Trains	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak Loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop



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	<ul style="list-style-type: none"> ❖ feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Present the lecture in video format ❖ Summarize main points 	<p>trainees</p>	
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖



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			(if necessary)	provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers



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			<p>group member</p> <ul style="list-style-type: none"> ❖ Inform the group members to speak Loudly 	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text/Brail 	<ul style="list-style-type: none"> ❖ use sign language interpreter 	<ul style="list-style-type: none"> ❖ provide briefing /orientation on the 	



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	<ul style="list-style-type: none"> ❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<p>rovide briefing /orientation on the assignment</p> <ul style="list-style-type: none"> ❖ rovide visual recorded material 	<p>assignment</p> <ul style="list-style-type: none"> ❖ rovide visual recorded material 	
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ASSESSMENT METHODS:

<p>Interview</p>		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak Loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
<p>Written test</p>	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having



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				severe upper limb impairment
Demonstration/Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text/Brail ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use LOud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension



ASSESSMENT CRITERIA

LO 1 Identify poultry production systems and their requirements

- Poultry production systems are identified and characterized to meet production plan
- Requirements in each production Systems are identified or required materials, tools and equipment are identified according to decided production system.
- Suitable and feasible production system that is helpful to achieve pre-determined farm objective and in line with environmental legislations is recommended
- Information regarding the availability of demanded breeds and flock size under production systems are identified
- Co-ordinate and Monitor poultry production systems

LO 2 Identify and select poultry breed

- Common poultry breeds are identified and characterized.
- Criteria for selection are identified and decided based on the pre-determined farm objectives and Standard.
- Appropriate breeds are selected for the identified production purposes based on the criteria.

LO 3. Identify poultry house and facility requirements

- Requirements for poultry house construction are identified according to the production system and criteria and enterprise requirements.
- Appropriate site is selected for poultry house establishment according to enterprise requirements
- Space required for different poultry classes is determined according to



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enterprise requirements

- Farm lay out and chickens' houses are planned according to farm objectives and Standards
- Farm design is selected according to enterprise requirements
- Internal environment requirements: Feeder, waterer, lighting and other required facilities are identified and ways to obtain them are decided according to enterprise requirements



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Annex: Resource Requirements



MODULE CODE :AGR PLP2 M01 0120 MODULE TITLE : Identifying Poultry Production systems and activities				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommend ed Ratio (Item: Trainee)
A.	Learning Materials			
1.	TTLM	Prepared by the trainer	25	1:1
2.	Reference books		5	1:5
3	poultry production Text book	MoARD, BoARD, and EARO	25	1:1
4	Journals/publication			
B	Learning facilities & infrastructure			
1.	Lecture room	5*5m	1	1:25
2.	Library	5*10m	1	1:25
3	Laboratory room		1	1:25
4	LCD projector	Japan	1	1:25
5	computer	Dell/hp	8	1:3
C.	Consumable materials			
1	Stationary materials		25	1:1
2	Paper	A4	1	1:25
3	Pen	Ball point	25	1:1



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4	Marker	Temporary	1 pack	1:25
5	Pencil	HB	25	1:1
6	Bedding materials { Old newspaper; Saw dust and Rice hulls }	Kg	100	1:4
7	Dis infect ant	Liter	5	1:5
8	feed	Kg	50	1:2
6	Flip chart	Standard	1	1:25
D. Tools and Equipments			-	
1	White board		1	1:25
2	PPE{Boots ;Hardhats ;Gowns; Goggles ;Hearing or eye protection ;Sun hat ;Safety harness; Glove}	Standard	25	1:1
3	Blackboard	2.5mX1m	25	1:15
4	Chalk	Standard	1Pack	1:25
5	Eraser	Standard	1Pack	1:25
6	Fire extinguisher	Standard	-	
7	Poultry feeder and	Standard	-	
8	Poultry waterer			
9	thermometer	digital/analog	5	1:5
10	Ventilators	Standard	Depend on environment	
11	Electrical light/lamp	Standard	5	1:5
12	solar	Standard	1	1:25
13	Albumin height measuring	standard	1	1:25



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	device			
14	Cube(for transportation)			1-to-25
15	Egg candler	Standard	1	
16	Generator		-	
17	Heater		-	
18	Incubator	Medium size	-	1:25
20	Weighing scale	Sensitive	1	1:25
21	Pail{bucket}	Plastic/aluminium	3	1:8
22	Feed scoop		-	
23	Wheel barrow	Standard metal	2	
24	Feed bin		-	
25	Feed cart		-	
26	Weighing scale	Hanging	-	
27	Egg trays		-	
28	Poultry	Different breed and purpose	5	1:5
29	Infrared gas brooder	Standard	1	1:25
25	Debeaker	Electrical	1	1:25
31	Fabricated layer cages	Plastic	5	1:5
32	Knapsacks sprayer and hand sprayer	Pneumonic	1	1:25
33	Egg grader	Standard	1	1:25
34	Feed scoop	Standard	1	1:25
35	Hover	Standard	1	1:25
36	Chick guard	Standard	1	1:25
37	Curtains	Standard	1	1:25
38	Wheel barrow	Standard	1	1:25



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39	Rake	Standard	5	1:5
40	Shovel	Standard	5	1:5
41	Spade	Standard	5	1:5
42	Portable coolers	Standard	5	1:5
43	Water pump	Diesel	1	1:25



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LEARNING MODULE-2	
TVET PROGRAM TITLE: Poultry Production for short term training	
MODULE TITLE: Implementing feeding plans for poultry production	
MODULE CODE: AGR PPM3 M02 0120	
NOMINAL DURATION: 45hrs	
MODULE DESCRIPTION: This module specifies the process of implementing feeding plans in an intensive animal production enterprise. It requires the interpretation of schedules and plans, the preparation and feeding of milled and supplementary feed as well as a clear understanding of the procedures to be undertaken and the targets to be met4.	
LEARNING OUTCOMES: At the end of this module the learner will be able to: LO1. Interpret poultry feeding plans LO2. Prepare for feeding LO3. Mix feed LO4. Conduct hygiene and administration activities LO5. Order and store feed and ingredients	
MODULE CONTENTS: LO1. Interpret poultry feeding plans 1.1. Industry Standards and enterprise requirements 1.2. Assessing and recording poultry condition 1.3. Identifying poultry production status 1.4. Poultry nutritional requirements and the nutritional value of feedstuffs. 1.5. Confirming and adjusting feeding plan LO2. Prepare for feeding	



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- 2.1 Interpreting work to be undertaken from feeding plan.
- 2.2 Deciding dietary elements of particular rations.
- 2.3 OHS hazards, risk assessment and control measures.
- 2.4 Selecting, using and maintaining personal protective clothing
- 2.5 Selecting, checking, and maintaining tools and equipment.
- 2.6 Identifying environmental implications, assessing outcome and taking responsible action

LO3.Mix feed

- 3.1 .Calibrating Scales and containers.
- 3.2 .Identifying ingredients from instructions.
- 3.3 .Measuring ingredients in ratios and quantities.
- 3.4 .Blending/Mixing ingredients adequately and hygienically.
- 3.5 .Basic mixing problems
- 3.6 .Conducting milling.
- 3.7 .OHS hazards, risk assessment and control measures.
- 3.8 .Selecting, using and maintaining personal protective equipment.

LO4.Conduct hygiene and administration activities

- 4.1 Cleaning and handling equipment.
- 4.2 Information gathering and presentation.
- 4.3 Completing records and documentation.

LO5. Order and store feed and ingredients

- 5.1 Ordering ingredients.
 - 5.1.1 Grain types and qualities
 - 5.1.2 Grain contaminants
- 5.2 Storing ingredients and feed



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- 5.3 Evidence of spoilage and handling spoilt feeds
- 5.4 Rotating stock and ordering replacements
- 5.5 Completing records and documentation.



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LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
Lecture discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak Loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take



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	<p>physical feature of the work shop</p> <ul style="list-style-type: none"> ❖ Summarize main points 	<p>lecture time</p> <ul style="list-style-type: none"> ❖ Present the lecture in video format ❖ Summarize main points 		<p>note</p> <ul style="list-style-type: none"> ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist



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				<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak Loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers



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<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text/Brail ❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare 	<ul style="list-style-type: none"> ❖ use sign language interpreter ❖ provide briefing /orientation on the assignment ❖ provide visual recorded material 	<ul style="list-style-type: none"> ❖ provide briefing /orientation on the assignment ❖ provide visual recorded material 	



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	and submit the assignment in soft or hard copy			
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ASSESSMENT METHODS:

<p>Interview</p>		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak Loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
<p>Written test</p>	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb



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				impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	❖ Brief the instruction or provide them in large text/Brail ❖ Time extension	❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/practical assessment method ❖ Time extension	❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension	❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension



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LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
Lecture discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak Loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note



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	<ul style="list-style-type: none"> ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Present the lecture in video format ❖ Summarize main points 		<ul style="list-style-type: none"> ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up



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				<ul style="list-style-type: none"> ❖ Provide tutorial support ❖ (if necessary)
<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak Loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers



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<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary ❖
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text/Brail ❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	



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ASSESSMENT METHODS:				
Interview	❖	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak Loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb



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				impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/Observation	❖ Brief the instruction or provide them in large text/Brail ❖ Time extension	❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/practical assessment method ❖ Time extension	❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension	❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension



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Assessment Criteria:

LO1. Interpret poultry feeding plans

- Assess and record poultry condition according to industry Standards and enterprise requirements.
- Identify poultry production status according to enterprise requirements.
- Identify poultry nutritional requirements and the nutritional value of feedstuffs.
- confirm and adjust feeding plan as required, appropriate to poultry condition and essential nutritional requirements

LO2. Prepare for feeding

- Interpret work to be undertaken from feeding plan.
- Decide concerning dietary elements for particular rations.
- Identify OHS hazards, assess risk and implement suitable controls for male and female.
- Select, use and maintain suitable personal protective clothing and equipment for male and female.
- Select, check, and maintain tools and equipment suitable for the work to be undertaken if necessary.
- Identify environmental implications of undertaking work, assess outcomes and take responsible action if necessary..

LO3. Mix feed

- Calibrate Scales and containers to be used for measurements according to the manufacturer's instructions.
- Identify ingredients from instructions and obtain from storage **LO**ocations.
- Measure ingredients in the specified ratios and quantities.
- Blend ingredients adequately and hygienically in the manner specified and using the appropriate equipment.
- Conduct milling where required in the manner specified and using the appropriate equipment.



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- Identify OHS hazards, assess risk and implement suitable controls for males and females.
- Select, use and maintain suitable personal protective equipment for males and females.

LO4. Conduct hygiene and administration activities

- Clean equipment according to manufacturers' specifications and organizational procedures to maintain hygiene Standards.
- Undertake information gathering, collation and presentation.
- Complete all required records and documentation according to organizational requirements.

LO5. Order and store feed and ingredients

- Order ingredients previously selected from the supplier according to organizational protocols.
- Store ingredients and feed safely in the location and manner determined by the supervisor.
- Order stock rotated and replacements to arrive at the appropriate time to ensure optimum freshness.
- Complete all required records and documentation according to organizational requirements.



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Annex: Resource Requirements

Implementing feeding plans for poultry production				
<u>AGR PLP3 M02 0120</u>				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Learner)
A.	Learning Materials			
1.	TTLM	Learning Guide		1:1
3.	Reference Books	MoARD, BoARD, and EARO	5	1:5
4.	Journals/Publication/Magazines	Updated		
B.	Learning Facilities & Infrastructure			
1.	Lecture room	5m*8m	1	1:25
2.	Library	Standard		1:25
3.	Computer room	Standard	1	1:25
4.	Feed store and processing room	5*5M	1	1:25
5	Textbooks	Poultry feed manuals	5	1:5
C	Consumable materials			
1	Chalk	Packet	1	1:25
2	Supplementary feed	Kg	1	1:25
D	Tools and Equipments			
1.	Weighing scale	Standard	2	1:15
2	Water tankers withstand	Plastic	1	1:25
4	Water line reticulation		1	1:25



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5	Hammer mill with accessories		1	1:25
6	Mixer vertical with accessories	Electrical /diesel engine	1	1:25
7	Buckets for feed/ water	Standard	15	1:2
8	Shovel	Standard	15	1:2
9	Wheel barrow	Standard	5	1:5
10	Mineral boxes	Standard	2	1:15
11	Waterer	Standard	5	1:5
12	Feeding trough	Standard	5	1:5
13	Spade	Standard	10	1:2
14	Fork	Standard	10	1:2
15	Hoe	Standard	10	1:2
16	Pasture seed	Kg	5	1:5
17	PPE{Overalls; Gloves; Safety goggles; Steel capped boots/shoes; Sunhats and Nose protector}	Standard	25	1:1



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LEARNING MODULE 03	
TVET-PROGRAM TITLE :Poultry Production For short term training	
MODULE -TITLE: Brooding poultry	
MODULE CODE:AGR PLP3 M03 0120	
NOMINAL DURATION:35hours	
MODULE DESCRIPTION	
<p>This module covers the process of brooding all poultry species and breeds produced in an intensive environment and defines the Standard required to: handle hatchlings and brooding chickens and ensure access to feed and water according to codes of welfare; monitor ventilation, temperature and humidity of the shed environment; provide litter and replace as required; expand the brooding area to provide optimal stocking density as required; use immunisation techniques and diet to optimise the immune system; remove dead or culled young birds; keep records as required</p>	
LEARNING OUTCOMES	
At the end of the module the learner will be able to	
LO1. Prepare for brooding	
LO2. Carry out brooding operations	
LO3. Shed operation	
MODULE CONTENTS:	
LO1. Prepare for brooding	
1.1 Interpreting work from work program	
1.2 Held discussions with other workers	
1.3 Select, check, and service tools and equipment	
1.4 Identifying OHS hazards and implement safe work procedures	
1.5 select, use and maintain personal protective equipment	
LO2. Carry out brooding operations	

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- 2.1 Monitoring and Recording temperature, times, humidity and bird standards
- 2.2 Handle hatchlings and brooding chickens in the shed
 - 2. 2.1 Providing litter and replacing
 - 2. 2.2 Ensuring access to feed and water
 - 2. 2.3 Using immunization techniques and diet
- 2.3 Adjusting shed temperatures
 - 2.3.1. The relationship between bird behavior and brooding temperature
- 2.4 Recording and reporting observed changes
- 2.5 Removing dead or culled young birds
- 2.6 Extending and providing brooding area
- 2.7 Carry out black-out training of young birds/hatchlings

LO3. Shed operation

- 3.1 Removing and disposing all debris and waste materials
- 3.2 Cleaning, maintaining and storing tools, machinery and equipment
- 3.3 Maintain a clean and safe area
 - 3.3.1. Perform routine hygiene maintenance activities
- 3.4 Recording and Reporting work outcomes



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LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak Loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop



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	<p>feature of the work shop</p> <ul style="list-style-type: none"> ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Present the lecture in video format ❖ Summarize main points 	<p>trainees</p>	
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖



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			(if necessary)	provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers



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			<p>group member</p> <ul style="list-style-type: none"> ❖ Inform the group members to speak Loudly 	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text/Brail 	<ul style="list-style-type: none"> ❖ use sign language interpreter 	<ul style="list-style-type: none"> ❖ provide briefing /orientation on the 	



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	<ul style="list-style-type: none">❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail❖ Make available recorded assignment questions❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy	<ul style="list-style-type: none">❖ provide briefing /orientation on the assignment❖ provide visual recorded material	<ul style="list-style-type: none">❖ assignment❖ provide visual recorded material	
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ASSESSMENT METHODS:

<p>Interview</p>		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak Loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
<p>Written test</p>	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having



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				severe upper limb impairment
Demonstration/Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text/Brail ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use LOud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension



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ASSESSMENT CRITERIA:

LO1. Prepare for brooding

- Work to be undertaken is interpreted from work program where necessary, and confirmed with management/supervisor.
- Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the production process.
- Tools and equipment required for the work to be undertaken are selected, checked, and serviced if necessary.
- Occupational Health and Safety (OHS) hazards are identified, risk assessed and suitable controls implemented.
- Suitable personal protective equipment is selected, used and maintained.

LO2. Carry out brooding operations

- Temperatures are monitored and recorded accurately according to supervisor's instructions.
- Day old chickens are placed in the shed according to workplace instructions and handled with care.
- Shed temperatures are adjusted in accordance with supervisor or manager instructions and the observed activity of the birds.
- Observed changes are recorded and reported.
- Dead or culled young birds are removed and disposed of according to establishment practice and code of welfare, and recorded in appropriate record.
- Brooding area is extended as young birds grow, if required and according to instructions, to provide an optimal stocking density and avoid crowding.
- Black-out training of young birds/hatchlings is regularly carried out according to establishment practice.

LO3. Shed operation

- All debris and waste material is removed from the site and disposed of in an



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environmentally aware and safe manner according to organization work procedures.

- Tools, machinery and equipment are cleaned, maintained and stored according to organization work procedures.
- A clean and safe area is maintained throughout and on completion of work.
- Work outcomes are recorded or reported to the supervisor according to organization work procedures



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Annex: Resource Requirements



MODULE CODE: AGR PLP3 M03 0120				
MODULE TITLE: Brooding poultry				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Learner)
A. Learning Materials				
1.	TTLM	Prepare by trainers	25	1:1
3.	Reference Books		5	1:5
3.	Chicken Poultry	Different breeds	5	1:5
4	Journals/Publication/Magazines	Related to the topic	5	1:5
5	Record sheet	record sheet	5	1:5
B. Learning Facilities & Infrastructure				
1.	Lecture Room	5*5m	1	1:25
2.	Library	Standard	1	1:25
3.	Poultry house	3*4m	1	1:25
4.	Waste disposal area	3*2m	1	1:25
C. Consumable Materials				
1.	Paper	A4	5rim	1:5
2.	Disinfected or sanitize	Chemicals	1L	1:25
3.	Pen	Ball point	2	
4.	Litter	Grass ,straw and others		
6	Vitamin K/multi vitamins	Standards	5	1:5
D. Tools and Equipment				
1.	Brooder	Electrical	5	1:5



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2.	Hygrometer	Plastic	5	1:5
3.	Thermometer	Standard	5	1:5
4.	PPE	Standard	25	1:1
5.	De-beaker	Electrical	1	1:25
6.	Feeder and waterer	Small Plastic /stillness steel	5	1:5
7	Ventilator	Standard	Depend on enviromental condition	



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LEARNING MODULE-04	
TVET-PROGRAMME TITLE: Poultry Production for short term training	
MODULE TITLE : Implementing Poultry Farm West management	
MODULE CODE : AGR PLP3 M04 0120	
NOMINAL DURATION :40 hours	
MODULE DESCRIPTION	
This module covers the knowledge, skills and attitudes required to enable the trainee to carry out waste management, identify poultry wastes and apply waste disposal system	
LEARNING OUTCOMES	
At the end of the module, the trainee / learner will be able to:	
LO1 Handle Poultry wastes materials LO2. Maintain waste matter storage and disposal system LO3. litter Materials Utilization LO4. Monitor waste matter disposal system LO5. Conduct hygiene and administration activities	
MODULE CONTENTS:	
LO1 Handle Poultry wastes materials	
1.1. Interpreting work from work program 1.2. Held discussions with other workers 1.3. Identifying OHS hazards and implementing safe work procedures 1.4. selecting, using and maintaining personal protective equipment 1.5. Selecting, checking, and servicing tools and equipment	
LO2. Maintain waste matter storage and disposal system	
2.1. Observing and following Organisational OHS procedures, practices, policies and precautions 2.2. Servicing and maintaining waste matter removal and disposal equipment 2.3. Using waste matter disposal systems	



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- 2.3.1. Using liquid waste matter storages
- 2.3.2. carrying out techniques for irrigation
- 2.4. Flushing and draining in-shed effluent pits.
- 2.5. Compost waste matter

LO3. Litter Materials Utilization

- 3.1. Identifying litter Materials Utilization that affects effluent management system
- 3.2. Identifying the environmental implications of poultry effluent disposal
- 3.3. Evaluating litter materials utilization recycling options with the whole farm plan.
- 3.4. Analyse processing & re-use options (as feed or fertilizer)
- 3.5. Obtaining information from effluent management specialists
- 3.6. Selecting cost efficient litter materials management system

LO4. Monitor waste matter disposal system

- 4.1 Observing and following OHS procedures, practices, and policies and using personal protective equipment.
- 4.2 Checking flow rates, pit levels, compost temperatures and equipment
- 4.3 Carry out cleaning procedures and hygiene practice
- 4.4 Monitoring reflects an understanding of the environmental duty of care.

LO5. Conduct hygiene and administration activities

- 5.1. Cleaning equipment in accordance with manufacturer's specifications
- 5.2. Cleaning and storing attachments and other ancillary equipment
- 5.3. Disposing safely and appropriately all containers, leftover fluids, waste and debris from the operations.
- 5.4. completing records and documentation



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LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak Loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop



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	<ul style="list-style-type: none">❖ Encourage trainees to record the lecture in audio format❖ Provide Orientation on the physical feature of the work shop❖ Summarize main points	<ul style="list-style-type: none">❖ Give emphasis on visual lecture and ensure the attention of the trainees❖ Avoid movement during lecture time❖ Present the lecture in video format❖ Summarize main points		
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<p>Demonstration</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers



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	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak Loudly 	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary



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		relevant vocabularies	training	
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<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text/Brail ❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ use sign language interpreter ❖ provide briefing /orientation on the assignment ❖ provide visual recorded material 	<ul style="list-style-type: none"> ❖ provide briefing /orientation on the assignment ❖ provide visual recorded material 	
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ASSESSMENT METHODS:

<p>Interview</p>		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak Loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
<p>Written test</p>	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb



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				impairment
Demonstration /Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text/Brail ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension



ASSESSMENT CRITERIA:

LO1 Handle Poultry wastes materials

- Work to be undertaken is interpreted from work program where necessary, and confirmed with management.
- Discussions are held with other workers who may be affected by the maintenance activities to ensure continued smooth operation of the production process.
- Occupational Health and Safety (OHS) hazards are identified, risk assessed and suitable controls implemented.
- Suitable personal protective equipment is selected, used and maintained.
- Tools and equipment suitable for the work to be undertaken are selected, checked and maintained if necessary.

LO2. Maintain waste matter storage and disposal system

- Organisational OHS procedures, practices, policies and precautions are observed and followed, including the use of personal protective equipment.
- Waste matter removal and disposal equipment is correctly serviced and maintained.
- Waste matter disposal systems are used according to system design in compliance with approval granted by local government and State environment protection authority.
- When liquid waste matter storages are used, recognised techniques for irrigation are carried out according to establishment practice.
- In-shed effluent pits are flushed and drained as required.
- When waste matter is composted, turning is done in accordance with establishment practice, State environment protection authority



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recommendations, and OHS procedures.

LO3. litter Materials Utilization

- Requirements for litter Materials Utilization are identified.
- Litter Materials Utilization that affects effluent management system is identified.
- The environmental implications of poultry effluent disposal are identified.
- Litter Materials Utilization recycling options are evaluated in accordance with the whole farm plan.
- Processing & re-use options (as feed or fertilizer) is analysed on the basis of their merits and suitability for the environment.
- Information is obtained from effluent management specialists on all relevant aspects of litter Materials Utilization.
- Efficient litter Materials management system is selected on the basis of a cost benefit analysis.

LO4. Monitor waste matter disposal system

- Organisational OHS procedures, practices, policies and precautions are observed and followed, including the use of personal protective equipment.
- Flow rates, pit levels, compost temperatures and equipment are regularly checked to maintain effective operation of the system.
- Cleaning procedures and hygiene practice are carried out according to established practice.
- Monitoring reflects an understanding of the environmental duty of care.

LO5. Conduct hygiene and administration activities

- Equipment is cleaned in accordance with manufacturer's specifications, organisational procedures and regulations.



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- Attachments and other ancillary equipment are cleaned and stored in accordance with manufacturer's specifications, organisational procedures and regulations.
- All containers, leftover fluids, waste and debris from the operations are disposed of safely and appropriately.
- All required records and documentation are completed accurately and promptly in accordance with organisational requirements



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Annex: Resource Requirements



MODULE CODE: AGR PLP3 M04 0120				
MODULE tile: Implementing Poultry Farm West management				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1	TTLM.	Prepared by the trainer	25	1:1
2	Reference book	Up dated Animal west management and recycling books	5	1:5
B.	Learning Facilities & Infrastructure			
1	Lecture room / work shop	5m*8m	1	1:25
2	Library	10m*10m	1	1:25
3	Waste pits	3*2	1	1:25
C.	Consumable Materials			
1	Copy paper	A4 size	5 rim	1:5
2	Detergent		1	1:25
D.	Tools and Equipment's			
1.	Shovel		1	1:25
2	Wheel burrow		1	1:25
3	Meter		1	1:25
4	PPE{Overalls; Gloves; Safety goggles; Steel capped boots/shoes; Sunhats and	Standard	25	1:1

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	Nose protector}			
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LEARNING MODULE-05	
TVET PROGRAM TITLE: Poultry Production for short term training	
MODULE TITLE: Maintaining Health and Welfare of Poultry	
MODULE CODE : AGR PLP3 M05 0120	
NOMINAL DURATION: 35 Hours	
MODULE DESCRIPTION: This unit covers the knowledge, skills and attitude to monitor poultry health and welfare and identify the Standard required to recognize symptoms of ill health, common diseases, parasite infestations, or physical abnormalities and remove non viable poultry; administer vaccines and medications and maintain records.	
LEARNING OUTCOMES At the end of the module the learner will be able to: LO1 Monitor poultry health and welfare LO2. Provide an optimal environment for poultry LO3. Administer vaccines or alternative therapies LO4. Collect samples for analysis LO5. Remove non-viable poultry LO6. Keep and maintain record	
MODULE CONTENTS: LO1. Monitor poultry health and welfare 1.1. Maintaining bio security protocols and quarantine 1.2. Taking regular checks to assess poultry health and welfare 1.3. Recognizing and reporting symptoms of ill health. 1.4. Identifying cull birds using criteria established by the enterprise 1.5. Recording flock/herd health status in accordance with organization procedures	

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LO2 Provide an optimal environment for poultry

- 2.1. Monitoring bird housing conditions
- 2.2. Monitoring, maintaining and operating temperature control equipment and humidity
- 2.3. Installing equipment and housing condition
- 2.4 Monitoring and Reporting animal welfare
- 2.5 Recording relevant formation of stock welfare and health

LO3 Administer vaccines or alternative therapies

- 3.1. Storing and labeling Vaccines, veterinary chemicals.
- 3.2. Storing to maintain maximum efficacy of Killed and live vaccines
- 3.3. Carrying out routine prevention procedures for disease
- 3.4. Measuring quantities of medicines accurately for administration
- 3.5. Carrying out Vaccination or medication instruction as required
- 3.6. Recording administration or medicines

LO4 Collect samples for analysis

- 4.1 Taking Swabs from surfaces and work areas
- 4.2 labeling and preparing Swabs and samples

LO5 Remove non-viable poultry

- 5.1 Undertaking culling and removing
- 5.2 Treating Sick poultry by neck dislocation
- 5.3 Providing mortem assistance

LO6 Keep and maintain record

- 6.1 Reporting disease information to the unit manager
- 6.2 Making all records clear and accurately maintained.



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LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak Loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of



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	<p>physical feature of the work shop</p> <ul style="list-style-type: none">❖ Summarize main points	<p>clear sentences</p> <ul style="list-style-type: none">❖ Give emphasis on visual lecture and ensure the attention of the trainees❖ Avoid movement during lecture time❖ Present the lecture in video format❖ Summarize main points	<p>attention of the trainees</p>	<p>the work shop</p>
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<p>Demonstration</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers



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	<ul style="list-style-type: none"> ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<p>integration of trainees with group members</p> <ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<p>group members</p> <ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary



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		<p>attention in the process/practical training</p> <ul style="list-style-type: none"> ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ provide special attention in the process/practical training 	
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text/Brail ❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	



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ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak Loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment



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			if necessary.	
Demonstration/Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text/Brail ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	❖	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension



ASSESSMENT CRITERIA

LO 1 Monitor poultry health and welfare

- Bio security protocols and quarantine procedures are maintained at all times to prevent the entry of disease.
- Regular checks are taken to assess poultry health and welfare according to the requirements of the organization.
- Symptoms of ill health, common diseases, parasite infestations, or physical abnormalities are recognized and reported.
- Identify cull birds using criteria established by the enterprise or industry quality assurance program.
- Flock/herd health status is recorded in accordance with organization procedures.

LO 2 Provide an optimal environment for poultry

- Bird housing conditions are monitored to ensure that protection is provided from external factors identified by the welfare code of practice and farm welfare Quality Assurance (QA) procedures.
- Temperature control equipment and humidity control equipment where installed is correctly monitored, maintained and operated to ensure optimal temperatures for poultry.
- Equipment and housing is installed in accordance with established organization quality assurance programs.
- Welfare of poultry is continually monitored and non-compliance with animal welfare codes are reported promptly and dealt with by management.
- Information which is relevant to the welfare and health of stock is recorded according to organization practice.



LO 3. Administer vaccines or alternative therapies

- Vaccines, veterinary chemicals, or other therapeutic medicines appropriate to the operation are stored and labeled in controlled or refrigerated conditions or in freezers.
- Killed and live vaccines or other compounds are stored to maintain maximum efficacy of the product.
- Routine prevention procedures for disease or parasite infestation are carried out.
- Quantities of medicines are accurately measured for administration according to clear organization instruction and manufacturer's instructions.
- Vaccination or medication is carried out under instruction as required according to organization procedures.
- Administration or medicines are recorded

LO4 Collect samples for analysis

- Swabs are taken from surfaces and work areas on a regular basis and prepared for laboratory testing as required by organization and industry Standards.
- Swabs and samples are clearly and accurately labeled and prepared for dispatch to the laboratory as directed by veterinary staff, organization practice and the Bio security Code.

LO5 Remove non-viable poultry

- Culling and removal is undertaken according to organizational procedures and industry quality assurance program.
- Sick poultry are treated or culled by neck dislocation or gassing safely and the practice must comply with industry Standards of health and hygiene and the



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industry quality assurance program.

- Post-mortem assistance is provided where necessary according to organization practice.

LO6 Keep and maintain record

- Disease information is reported to the unit manager so that prevention strategies can be planned and implemented.
- All records made, kept and maintained are clear, accurate, and follow the guidelines.



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Annex: Resource Requirements



MODULE TITLE: Maintaining Health and Welfare of Poultry MODULE CODE: AGR PLP3 M05 0120				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Learner)
A.	Learning Materials			
1.	TTLM	Prepared by college	25	1:1
2.	Textbooks	-	25	1:1
3.	Reference Books	Standard first aid CPR, and AED		1:5
4.	Journals/Publication/Magazines	Related to the topic	3	1:10
B.	Learning Facilities & Infrastructure			
1.	Lecture Room	60m ²	1	1:25
2.	Virtual Library	Standard		
3.	Computer unit	Standard	1	1:25
3.	Dormitory	Prepared by college	10	1:2
C	Consumable Materials			
1	Chalk, stationary	Packet		
2	Supplementary feed	Kg		
D	Tools and Equipments			
1	Weighing scale (1000kg. cap.)	Standard	1	1:25
2	Laboratory equipments and chemicals,	Standard	5	1:5

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3	Shovel	Standard	15	1:2
4	Wheel barrow	Standard	5	1:5
5	Mineral boxes	Standard	5	1:5
6	Waterer	Standard	5	1:5
7	Feeding trough	Standard	5	1:5
8	Syringes	Standard	5	1:5
9	Spade	Standard	10	1:2
10	Fork	Standard	10	1:2
11	Hoe	Standard	10	1:2
12	Towel	Standard	5	1:5
13	Anesthesia	Vial	15	1:2
14	Fire extinguisher	Container	2	1:15
E	Personal protective Equipment			
1	Overalls	Standard	25	1:1
2	Gloves	Standard	25	1:1
3	Safety goggles	Standard	25	1:1
4	Steel capped boots/shoes	Standard	25	1:1
5	Sunhats	Standard	25	1:1
6	Nose protector	Standard	25	1:1



LEARNING MODULE- 06

TVET PROGRAMME TITLE: Poultry Production for short term training

MODULE TITLE : Identifying Basic Farm Record

MODULE CODE: AGR PLP2 M06 0120

NOMINAL DURATION :25 hr

MODULE DESCRIPTION :

This module covers the knowledge and skills required to enable the trainee to perform data collecting, recording and analysing Poultry farm data.

LEARNING OUTCOMES

At the end of the module the learner will be able to:

LO1. Identify data to be collected

LO2. Record Poultry farm data

LO3. Present and store Poultry farm data

MODULE CONTENTS:

LO1. Identify data to be collected

- 1.1 Determining specific requirements of the data to be collected.
- 1.2 Obtaining materials or tools required for data collected
- 1.3 Identifying and collecting the data that may be encountered
- 1.4 Communicating advice about proposed data collection to others as required.
- 1.5 Determining of Checks are made to whether notices relating to site quarantine.

LO2. Record Poultry farm data

- 2.1 Determining Data recording systems
- 2.2 Recording poultry farm data in the correct format.
- 2.3 Legibility accuracy and complete records.

LO3. Present and store Poultry farm data

- 3.1 Presenting poultry farm data in the correct format.
- 3.2 Storing poultry farm data sheets according to enterprise procedures.
- 3.3 Analyzing and interpreting production data
- 3.4 Downloading or entering poultry farm data into a computer



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LEARNING METHODS:

For None Impaired Trains	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak Loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop



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	<ul style="list-style-type: none">❖ Provide Orientation on the physical feature of the work shop❖ Summarize main points	<p>time</p> <ul style="list-style-type: none">❖ Present the lecture in video format❖ Summarize main points	<p>attention of the trainees</p>	
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<p>Demonstration</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers



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			<p>trainees with other group member</p> <ul style="list-style-type: none"> ❖ Inform the group members to speak Loudly 	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text/Brail 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the 	



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assignment	<ul style="list-style-type: none">❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail❖ Make available recorded assignment questions❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy	the assignment <ul style="list-style-type: none">❖ Provide visual recorded material	assignment <ul style="list-style-type: none">❖ Provide visual recorded material	
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ASSESSMENT METHODS:

<p>Interview</p>		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak Loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
<p>Written test</p>	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having



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				severe upper limb impairment
Demonstration/Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text/Brail ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use LOud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension



ASSESSMENT CRITERIA:

LO1. Identify data to be collected

- Specific requirements of the data to be collected are determined by reading work instructions.
- Materials or tools required for data collected are obtained, and where necessary, calibrated.
- Difficulties that may be encountered in collecting the data are identified and advice sought from the supervisor if needed.
- Advice about proposed data collection is communicated to others as required.
- Checks are made to determine whether notices relating to site quarantine are in effect and, where required, site quarantine procedures are followed.

LO2. Record Poultry farm data

- Data recording systems are determined
- Poultry farm data is recorded in the correct format and to meet specific requirements.
- Records are legible, accurate and complete

LO3. Present and store Poultry farm data

- Poultry farm data is presented in the correct format and to meet specific requirements.
- Poultry farm data sheets are stored according to enterprise procedures.
- analyze and interpret production data
- Poultry farm data is downloaded or entered into a computer where required, using specified formats and applications.



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Annex: Resource Requirements

MODULE CODE: AGR PLP2 M06 0120 MODULE TITLE : Identifying Basic Farm Record				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Learner)
A. Learning Materials				
1.	TTLM	Prepared by trainer	1	1:25
2.	Textbooks	poultry husbandry hand books	5	1:5
3.	Reference Books	Poultry production manuals	1	1:25
3.1	Journals/Publication/Magazines	Joneson,2015,5 th edition	5	1:5
B Learning Facilities & Infrastructure				
4.	Lecture Room	8*10m	1	1:25
B.	Library	Standard size	1	1:25
1. Consumable Materials				
2.	Paper	A4	1	1:1
3.	Pencil/pen	HP/ lexi brand	1	1:1
D Tools and Equipment				
1.	Computer	Del/hp	5	1:5
2.	Video camera	Digital	5	1:5
3.	CD	RWR	25	1:1
4	DVD	Compacted disc	25	1:1



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5	Flip chart	No	5	1:5
	Tools and equipment			
6	Sensitive balance	0-1kg		1-to-10
7	Thermometer	Analog /digital	5	1:5



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LEARNING MODULE -07

TVET-PROGRAMME TITLE: Poultry Production for short term Training

MODULE TITLE: Developing Business Practice

MODULE CODE :- AGR PLP2 M07 0120

NOMINAL DURATION :-45 Hrs

MODULE DESCRIPTION: This module covers knowledge, skills and attitude required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced, customer handling, developing and maintaining business relationships.

At the end of the module, the trainee will be able to:

- LO.1** Identify business opportunities and business skills
- LO.2** Plan for the establishment of business operation
- LO.3** Implement business development plan
- LO.4** Review implementation process and take corrective measures
- LO.5.** Establish contact with customers and clarify needs of customer
- LO.6.** Develop and Maintain Business Relationship

MODULE CONTENTS:

LO.1 Identify business opportunities and business skills

- 1.1 Concept of paradigm shift and means of divergent thinking
- 1.2 Strategies to look beyond the boundaries
- 1.3 Unusual business opportunities
- 1.4 Feasibility of business skills and personal attributes
- 1.5 Problems as a pivotal source of business opportunity.
- 1.6 Feasibility study of specialist and relevant parties
- 1.7 Impact of emerging or changing technology on business



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1.8 Assessing practicability of business opportunity in line with

1.8.1. business risks

1.8.2. returns

1.8.3. personal preferences

1.8.4. resources available

1.9 Revising business plan

LO.2 Plan for the establishment of business operation

2.1 Determining and documenting organizational structure and operations

2.2 Developing and documenting procedures

2.3 Securing financial backing

2.4 Business legal and regulatory requirements

2.5 Determining human and physical resources

2.6 Recruitment and procurement strategies

LO.3 Implement business development plan

3.1 Obtaining Physical and human resources

3.2 Establishing operational unit

3.3 Discussing and understanding Simulations on the development plan.

3.4 Implementation manual

3.5 Marketing the business operation

3.6 Developing and implementing monitoring process

3.7 Maintaining Legal documents ,recording and updating

3.8 Negotiating and securing contracts with relevant people

3.9 Options for leasing/ownership of business premises

LO.4 Review implementation process and take corrective measures

4.1 Developing and implementing review process



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- 4.2 Identifying improvements in business operation
- 4.3 Implementing and monitoring improvements

LO.5. Establish contact with customers and clarify needs of customer

- 5.1. Persuasion strategies
- 5.2. Enterprise policies and procedures for customer handling
- 5.3. Maintenance of welcoming customer environment
- 5.4. Greeting customer warmly
- 5.5. Providing Information to satisfy customer needs
- 5.6. Gathering information on customers and service history
- 5.7. Maintenance of customer data
- 5.8. Assessing customer needs
- 5.9. Documenting customer details
- 5.10. Negotiations in a business-like and professional manner..
- 5.11. Maximizing benefits for all parties in
 - 5.11.1 negotiation through use of established techniques
 - 5.11.2 establishing long term relationships
- 5.12. communicating results of negotiations to appropriate colleagues and stakeholders
- 5.13. Opportunities to maintain regular contact with customers

LO.6. Develop and Maintain Business Relationship

- 6.1. Describing features and benefits of products/services
- 6.2. Discussing alternative sources of information/advice
- 6.3. Seeking, reviewing and acting upon Information needed pro-actively
- 6.4. Honoring agreements
- 6.5. Making adjustments to agreements with customers & colleagues
- 6.6. Nurturing relationships through regular contact



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6.7. Effective interpersonal and communication styles



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LEARNING METHODS:				
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
Lecture discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop



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	<ul style="list-style-type: none">❖ Encourage trainees to record the lecture in audio format❖ Provide Orientation on the physical feature of the work shop❖ Summarize main points	<ul style="list-style-type: none">❖ Give emphasis on visual lecture and ensure the attention of the trainees❖ Avoid movement during lecture time❖ Present the lecture in video format❖ Summarize main points		
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<p>Demonstration</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers



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	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary



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		relevant vocabularies	training	
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<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text/Brail ❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ use sign language interpreter ❖ provide briefing /orientation on the assignment ❖ provide visual recorded material 	<ul style="list-style-type: none"> ❖ provide briefing /orientation on the assignment ❖ provide visual recorded material 	
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ASSESSMENT METHODS:

<p>Interview</p>		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or confirm whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
<p>Written test</p>	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the assessment in audio format ❖ Assign human reader 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the assessment using short sentences, multiple choices, True or False, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment



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	(if necessary) ❖ Time extension			
Demonstration /Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text/Brail ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the assessment ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the assessment ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension



ASSESSMENT CRITERIA:

LO.1 Identify business opportunities and business skills

- The concept of paradigm shift and means of divergent thinking are elaborated and strategies to look beyond the boundaries are discussed.
- Unusual business opportunities are identified.
- Feasibility on business skills and personal attributes is assessed and matched against those perceived as necessary for a particular business opportunity.
- New behavior on how problems can be the pivotal source of business opportunity is elaborated and experience taken.
- Assistance sought with feasibility study of specialist and relevant parties is discussed, as required.
- Impact of emerging or changing technology, including e-commerce, on business operations is evaluated.
- Practicability of business opportunity is assessed in line with perceived business risks, returns sought, personal preferences and resources available.
- Business plan is revised in accordance with the identified opportunities.

LO.2 Plan for the establishment of business operation

- Organizational structure and operations are determined and documented.
- Procedures are developed and documented to guide operations.
- Financial backing is secured for business operation.
- Business legal and regulatory requirements are identified and compiled.
- Human and physical resources required to commence business operation are determined.
- Recruitment and procurement strategies are developed.

LO.3 Implement business development plan

- Physical and human resources are obtained to implement business operation.
- Operational unit is established to support and coordinate business operation.
- Simulations on the development plan are well discussed and understood.



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- Implementation manual is discussed and understood.
- Marketing the business operation is undertaken.
- Monitoring process is developed and implemented for managing operation.
- Legal documents are carefully maintained and relevant records kept and updated to ensure validity and accessibility.
- Contractual procurement rights for goods and services including contracts with relevant people are negotiated and secured as required in accordance with the business plan.
- Options for leasing/ownership of business premises are identified and contractual arrangements completed in accordance with the business plan.

LO.4 Review implementation process and take corrective measures

- Review process is developed and implemented for implementation of business operation.
- Improvements in business operation and associated management process are identified.
- Identified improvements are implemented and monitored for effectiveness.

LO.5. Establish contact with customers and clarify needs of customer

- Persuasion strategies are developed and discussed.
- Welcoming customer environment is maintained and Customer is greeted warmly according to enterprise policies and procedures.
- Information is provided to satisfy customer needs.
- Information on customers and service history is gathered for analysis.
- Customer data is maintained to ensure database relevance and currency.
- Customer needs are accurately assessed against the products/services of the enterprise.
- Customer details are documented clearly and accurately in required format.
- Negotiations are conducted in a business-like and professional manner.
- Benefits for all parties are maximized in the negotiation through use of established techniques and in the context of establishing long term relationships.



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- The results of negotiations are communicated to appropriate colleagues and stakeholders within appropriate timeframes.
- Opportunities to maintain regular contact with customers are identified and taken-up.

LO.6. Develop and Maintain Business Relationship

- Features and benefits of products/services provided by the enterprise are described/ recommended to meet customer needs.
- Alternative sources of information/advice are discussed with the customer.
- Information needed is pro-actively sought, reviewed and acted upon to maintain sound business relationships.
- Agreements are honored within the scope of individual responsibility.
- Adjustments to agreements are made in consultation with the customer and information shared with appropriate colleagues.
- Relationships are nurtured through regular contact and use of effective interpersonal and communication styles.



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**Annex: Resource Requirements**

MODULE TITLE Developing Business Practice				
MODULE CODE :- <u>AGR PLP2 M07 0120</u>				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1	TTLM.	Prepared TTLM	25	1:1
2	Textbook	Entrepreneurship books	25	1:1
3	Reference book	Library genesis	website	1;1
B. Learning Facilities & Infrastructure				
1	Lecture room / work shop	8m*10m	1	1:25
2	Library	10m*10m	1	1:25
C. Consumable Materials				
1	Copy paper	A4 size	5 rim	1:5
D. Tools and Equipment				



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The Trainers (who developed the curriculum)

No	Name of Trainer	Qualification	Region	College	Phone
1	Shibiru Tekle	Bsc	Oromia	Woliso PTC	0962156660 0993403851
2	Seid Endris	Bsc	Amhara	W/Siheem PTC	0921049247
3	Ibrahim Abebe	Bsc	Addis Ababa	Misrak PTC	0920793625

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This model curriculum was developed on the **February/2020** G.C at **Bishoftu, Ethiopia.**



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