

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**AGRIPRENEURSHIP**

**LEVEL 5**



**TVET CDACC**  
**P.O. BOX 15745-00100**  
**NAIROBI**

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## **FOREWORD**

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya's development blueprint and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Agriculture sector's growth and sustainable development.

**PRINCIPAL SECRETARY  
VOCATIONAL AND TECHNICAL TRAINING  
MINISTRY OF EDUCATION**

## **PREFACE**

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET in order to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Agripreneurship Sector Skills Advisory Committee (SSAC), German International Cooperation and Ministry of Agriculture, Livestock and Fisheries have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA Standards and guidelines provided by the TVET Authority and the Kenya National Qualification framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes, suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council members, Council Secretariat, Agripreneurship SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON  
TVET CDACC**

## **ACKNOWLEDGEMENT**

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I appreciate NEPAD Planning and Coordinating Agency (NPCA) of the Africa Union Commission and German Ministry of Economic Cooperation and Development (BMZ) through its implementing agency German International Cooperation (GIZ) GmbH which enabled the development of this curriculum through the CAADP ATVET project. I also appreciate the office of the National Coordinator of GIZ CAADP ATVET Project which was instrumental in the cooperation between the project team, Ministry of Agriculture, Livestock and Fisheries (MoALF) and Ministry of Education.

I recognize with appreciation the role of Agripreneurship Sector Skills Advisory Committee (SSAC) members for their contribution to the development of this curriculum.

I also thank all stakeholders in the Agriculture sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in Agripreneurship acquire competencies to perform their work in an entrepreneurial manner

**COUNCIL SECRETARY/CEO  
TVET CDACC**

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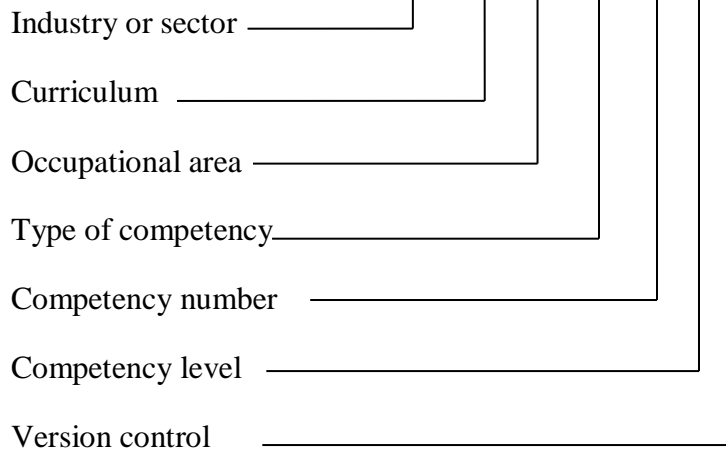
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## **ABBREVIATIONS AND ACRONYMS**

AGR	Agriculture
AP	Agripreneurship
ATVET	Agricultural Technical and Vocational Education and Training
CAADP	Comprehensive Africa Agricultural Development Programme
CBET	Competency Based Education and Training
CDACC	Curriculum Development Assessment and Certification Council
DACUM	Develop a Curriculum
GDP	Gross Domestic Product
GPS	Global Positioning System
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KNQA	Kenya National Qualifications Authority
MoALF	Ministry of Agriculture Livestock and Fisheries
MoEST	Ministry of Education Science and Technology
NOS	National Occupation Standard
OS	Occupational Standard
PPE	Personal Protective Equipment
SSAC	Sector Skills Advisory Committee
TVETA	Technical and Vocational Education and Training Authority

## KEY TO UNIT CODE

**AGR /CU /AP /BC /01/ 5/A**



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## COURSE OVERVIEW

This course is designed to equip an individual with competencies for Agripreneurship. It involves developing agri-enterprise business plan, starting agri-enterprise, marketing agri-enterprise products/ services, managing agri-enterprise, applying ICT in agri-enterprise. The units of competency comprising this qualification include the following basic and core competencies:

### Basic Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit Factor
AGR/CU/AP/BC/01/5/A	Communication skills	25	2.5
AGR/CU/AP/BC/02/5/A	Numeracy Skills	40	4
AGR/CU/AP/BC/03/5/A	Digital Literacy	45	4.5
AGR/CU/AP/BC/04/5/A	Entrepreneurial Skills	70	7
AGR/CU/AP/BC/04/5/A	Employability Skills	50	7
AGR/CU/AP/BC/05/5/A	Environmental Literacy	25	2.5
AGR/CU/AP/BC/06/5/A	Occupational Safety and Health Practices	25	2.5
<b>Total</b>		<b>280</b>	<b>28</b>

### Core Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit Factor
AGR/CU/AP/CR/01/5/A	Agri-Enterprise Business Plan Development	260	26
AGR/CU/AP/CR/02/5/A	Agri-Enterprise Starting	280	28
AGR/CU/AP/CR/03/5/A	Agri-Enterprise Products/ Services Marketing	280	28
AGR/CU/AP/CR/04/5/A	Agri-Enterprise Management	300	30
AGR/CU/AP/CR/05/5/A	Application of ICT in Agri-Enterprise	280	28
AGR/CU/AP/CR/06/5/A	Industrial Attachment	360	36
<b>Total</b>		<b>1760</b>	<b>176</b>
		<b>2040</b>	<b>204</b>

## **Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

- a) Kenya Certificate of Secondary Education (KCSE) mean grade D (D Plain)
- Or**
- b) Artisan certificate (Level 4) in Agripreneurship
- Or**
- c) Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

## **Industrial Attachment**

An individual enrolled in this course will undergo industrial attachment in an agro processing firm for 360 hours.

An individual enrolled in one of the core units of learning will undergo a two weeks attachment in an agroprocessing firm.

## **Trainer qualification**

The trainer for these course must have a qualification higher than these course

## **Assessment**

The course will be assessed at two levels: internal and external.

- a) **Internal assessment** conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.
- b) **External assessment** conducted by an external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are accredited by TVET CDACC which also coordinates external assessment.

## **Certification**

A candidate will be issued with a Certificate of Competency on demonstration of competence in a unit of competency. To attain the National Agripreneurship Certificate Level 5, the candidate must demonstrate competence in all the units of competency as given in qualification pack.

These certificates will be issued by TVET CDACC in conjunction with training provider.

## **BASIC UNITS OF LEARNING**

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## COMMUNICATION SKILLS

**UNIT CODE:** AGR/CU/AP/BC/01/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 25 hours

### Unit Description

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, contributing to the development of communication strategies, conducting workplace interviews, facilitating group discussions and representing the organisation.

### Summary of Learning Outcomes

1. Meet communication needs of clients and colleagues
2. Contribute to the development of communication strategies
3. Conduct interviews
4. Facilitate group discussions
5. Represent the organization

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Meet communication needs of clients and colleagues	<ul style="list-style-type: none"><li>• Communication process</li><li>• Modes of communication</li><li>• Medium of communication</li><li>• Effective communication</li><li>• Barriers to communication</li><li>• Flow of communication</li><li>• Sources of information</li><li>• Organizational policies</li><li>• Organization requirements for written and electronic communication methods</li><li>• Report writing</li></ul>	<ul style="list-style-type: none"><li>• Interview</li><li>• Third party reports</li><li>• Written texts</li></ul>

	<ul style="list-style-type: none"> <li>• Effective questioning techniques (clarifying and probing)</li> <li>• Workplace etiquette</li> <li>• Ethical work practices in handling communication</li> <li>• Active listening</li> <li>• Feedback</li> <li>• Interpretation</li> <li>• Flexibility in communication</li> </ul>	
2. Contribute to the development of communication strategies	<ul style="list-style-type: none"> <li>• Dynamics of groups</li> <li>• Styles of group leadership</li> <li>• Openness and flexibility in communication</li> <li>• Communication skills relevant to client groups</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul>
3. Conduct interviews	<ul style="list-style-type: none"> <li>• Types of interview</li> <li>• Establishing rapport</li> <li>• Facilitating resolution of issues</li> <li>• Developing action plans</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul>
4. Facilitate group discussions	<ul style="list-style-type: none"> <li>• Identification of communication needs</li> <li>• Dynamics of groups</li> <li>• Styles of group leadership</li> <li>• Presentation of information</li> <li>• Encouraging group members participation</li> <li>• Evaluating group communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul>
5. Represent the organization	<ul style="list-style-type: none"> <li>• Presentation techniques</li> <li>• Development of a presentation</li> <li>• Multi-media utilization in presentation</li> <li>• Communication skills relevant to client groups</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> </ul>

### Suggested Methods of Instruction

- Role playing
- Viewing of related videos

**Recommended Resources**

- Desktop computers/laptops
- Internet connection
- Projectors
- Telephone

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## NUMERACY SKILLS

**UNIT CODE:** AGR/CU/AP/BC/02/5/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves calculating with whole numbers and familiar fractions, decimals, and percentages for work estimating, measuring, and calculating with routine metric measurements for work, using routine maps and plans for work, interpreting, drawing and constructing 2D and 3D shapes for work, interpreting routine tables, graphs and charts for work, collecting data and constructing routine tables and graphs for work and using basic functions of calculator

**Summary of Learning Outcomes**

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
2. Estimate, measure and calculate with routine metric measurements for work
3. Use routine maps and plans for work
4. Interpret, draw and construct 2D and 3D shapes for work
5. Interpret routine tables, graphs and charts for work
6. Collect data and construct routine tables and graphs for work
7. Use basic functions of calculator

**Learning Outcomes, Content and Suggested Assessment Methods**

Learning Outcome	Content	Suggested Assessment Methods
1. Calculate with whole numbers and familiar fractions, decimals and percentages for work	<ul style="list-style-type: none"><li>• Interpretation of whole numbers, fractions, decimals, percentages and rates</li><li>• Calculations involving several steps</li><li>• Calculation with whole numbers and routine or familiar fractions, decimals and percentages</li></ul>	<ul style="list-style-type: none"><li>• Written</li><li>• Practical test</li><li>• Observation</li></ul>

	<ul style="list-style-type: none"> <li>• Conversion between equivalent forms of fractions, decimals and percentages</li> <li>• Application of order of operations to solve multi-step calculations</li> <li>• Application of problem solving strategies</li> <li>• Making estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</li> <li>• Use of formal and informal mathematical language and symbolism to communicate the result of a task</li> </ul>	
2. Estimate, measure and calculate with routine metric measurements for work	<ul style="list-style-type: none"> <li>• Selection and interpretation of measurement information in workplace tasks and texts</li> <li>• Identification and selection of routine measuring equipment</li> <li>• Estimation and making measurements using correct units</li> <li>• Estimation and calculation using routine measurements</li> <li>• Performing conversions between routinely used metric units</li> <li>• Using problem solving processes to undertake tasks</li> <li>• Recording information using mathematical language and symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>
3. Use routine maps and plans for work	<ul style="list-style-type: none"> <li>• Identification of features in routine maps and plans</li> <li>• Symbols and keys used in routine maps and plans</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>



	<ul style="list-style-type: none"> <li>• Identification and interpretation of orientation of map to North</li> <li>• Demonstrate understanding of direction and location</li> <li>• Apply simple scale to estimate length of objects, or distance to location or object</li> <li>• Give and receive directions using both formal and informal language</li> </ul>	
4. Interpret, draw and construct 2D and 3D shapes for work	<ul style="list-style-type: none"> <li>• Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations</li> <li>• Explain the use and application of shapes</li> <li>• Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes</li> <li>• Identify common angles</li> <li>• Estimate common angles in everyday objects</li> <li>• Use formal and informal mathematical language to describe and compare common angles</li> <li>• Use common geometric instruments to draw two dimensional shapes</li> <li>• Construct routine three dimensional objects from given nets</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>
5. Interpret routine tables, graphs and	<ul style="list-style-type: none"> <li>• Identify routine tables, graphs and charts in</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• Practical test</li> </ul>

charts for work	<p>predominately familiar texts and contexts</p> <ul style="list-style-type: none"> <li>• Identify common types of graphs and their different uses</li> <li>• Identify features of tables, graphs and charts</li> <li>• Locate specific information</li> <li>• Perform calculations to interpret information</li> <li>• Explain how statistics can inform and persuade</li> <li>• Identify misleading statistical information</li> <li>• Discuss information relevant to the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>
6. Collect data and construct routine tables and graphs for work	<ul style="list-style-type: none"> <li>• Identify features of common tables and graphs</li> <li>• Identify <b>uses of different tables and graphs</b></li> <li>• Determine data and variables to be collected</li> <li>• Determine audience</li> <li>• Select a method to collect data</li> <li>• Collect data</li> <li>• Collate information in a table</li> <li>• Determine suitable scale and axes</li> <li>• Draft and draw graph to present information</li> <li>• Check that data meets the expected results and context</li> <li>• Report or discuss information using formal and informal mathematical language</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>
7. Use basic functions of calculator	<ul style="list-style-type: none"> <li>• Identify and use keys for basic functions on a calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>

	<ul style="list-style-type: none"> <li>• Calculate using whole numbers, money and routine decimals and percentages</li> <li>• Calculate with routine fractions and percentages</li> <li>• Apply order of operations to solve multi-step calculations</li> <li>• Interpret display and record result</li> <li>• Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</li> <li>• Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task</li> </ul>	
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#### **Suggested Methods of Instruction**

- Demonstrations
- Role playing
- Viewing of related videos
- Discussion
- Assignments

#### **Recommended resources**

- Calculators
- Basic measuring instruments

## DIGITAL LITERACY

**UNIT CODE:** AGR/CU/AP/BC/03/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 45 hours

### Unit Description

This unit covers the competencies required to demonstrate digital literacy. It involves identifying appropriate computer software and hardware, applying security measures to data, hardware, software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignment and preparing presentation packages.

### Summary of Learning Outcomes

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify computer hardware and software	<ul style="list-style-type: none"><li>• Concepts of ICT</li><li>• Functions of ICT</li><li>• History of computers</li><li>• Components of a computer</li><li>• Classification of computers</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral presentation</li><li>• Observation</li></ul>
2. Apply security measures to data, hardware and software	<ul style="list-style-type: none"><li>• Data security and control</li><li>• Security threats and control measures</li><li>• Types of computer crimes</li><li>• Detection and protection against computer crimes</li><li>• Laws governing protection of ICT</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral presentation</li><li>• Observation</li><li>• Project</li></ul>

3. Apply computer software in solving tasks	<ul style="list-style-type: none"> <li>• Operating system</li> <li>• Word processing</li> <li>• Spread sheets</li> <li>• Data base design and manipulation</li> <li>• Data manipulation, storage and retrieval</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Project</li> </ul>
4. Apply internet and email in communication at workplace	<ul style="list-style-type: none"> <li>• Computer networks</li> <li>• Network configurations</li> <li>• Uses of internet</li> <li>• Electronic mail (e-mail) concept</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Oral presentation</li> <li>• Written report</li> </ul>
5. Apply desktop publishing in official assignments	<ul style="list-style-type: none"> <li>• Concept of desktop publishing</li> <li>• Opening publication window</li> <li>• Identifying different tools and tool bars</li> <li>• Determining page layout</li> <li>• Opening, saving and closing files</li> <li>• Drawing various shapes using DTP</li> <li>• Using colour pellets to enhance a document</li> <li>• Inserting text frames</li> <li>• Importing and exporting text</li> <li>• Object linking and embedding</li> <li>• Designing of various publications</li> <li>• Printing of various publications</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Oral presentation</li> <li>• Written report</li> <li>• Project</li> </ul>
6. Prepare presentation packages	<ul style="list-style-type: none"> <li>• Types of presentation packages</li> <li>• Procedure of creating slides</li> <li>• Formatting slides</li> <li>• Presentation of slides</li> <li>• Procedure for editing objects</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Oral presentation</li> <li>• Written report</li> <li>• Project</li> </ul>

### Suggested Methods of Instruction

- Demonstration
- Viewing of related videos
- Discussions
- Assignments
- Direct instructions

### **Recommended Resources**

- Computers
- Other digital devices
- Printers
- Storage devices
- Internet access
- Computer software

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## ENTREPRENEURIAL SKILLS

**UNIT CODE:** AGR/CU/AP/BC/04/5/A

### Relationship to occupational standards

This unit addresses the Unit of Competency: Demonstrate Understanding of Entrepreneurship

**Duration of unit:** 70 hours

### Unit Description

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

### Summary of Learning Outcomes

1. Demonstrate understanding of an entrepreneur
2. Demonstrate knowledge of entrepreneurship and self-employment
3. Identify entrepreneurship opportunities
4. Create entrepreneurial awareness
5. Apply entrepreneurial motivation
6. Develop innovative business strategies
7. Develop Business plan

Learning Outcome	Content	Suggested Assessment Methods
1. Demonstrate knowledge of entrepreneurship and self-employment	<ul style="list-style-type: none"><li>• Importance of self-employment</li><li>• Requirements for entry into self-employment</li><li>• Role of an Entrepreneur in business</li><li>• Contributions of Entrepreneurs to National development</li></ul>	<ul style="list-style-type: none"><li>• Individual/group assignments</li><li>• Projects</li><li>• Written tests</li><li>• Oral questions</li><li>• Third party report</li></ul>

<p>2. Identify entrepreneurship opportunities</p>	<ul style="list-style-type: none"> <li>• Business ideas and opportunities</li> <li>• Sources of business ideas</li> <li>• Business life cycle</li> <li>• Legal aspects of business</li> <li>• Assessment of product demand</li> <li>• Business environment</li> <li>• Factors to consider when evaluating business environment</li> <li>• Technology in business</li> </ul>	<ul style="list-style-type: none"> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>
<p>3. Create entrepreneurial awareness</p>	<ul style="list-style-type: none"> <li>• Forms of businesses</li> <li>• Sources of business finance</li> <li>• Factors in selecting source of business finance</li> <li>• Governing policies on Small Scale Enterprises (SSEs)</li> <li>• Problems of starting and operating SSEs</li> </ul>	<ul style="list-style-type: none"> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>
<p>4. Apply entrepreneurial motivation</p>	<ul style="list-style-type: none"> <li>• Internal and external motivation</li> <li>• Motivational theories</li> <li>• Self-assessment</li> <li>• Entrepreneurial orientation</li> <li>• Effective communications in entrepreneurship</li> <li>• Principles of communication</li> <li>• Entrepreneurial motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>
<p>5. Develop business innovative strategies</p>	<ul style="list-style-type: none"> <li>• Innovation in business</li> <li>• Small business Strategic Plan</li> <li>• Creativity in business development</li> <li>• Linkages with other entrepreneurs</li> <li>• ICT in business growth and development</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>



6. Develop Business Plan	<ul style="list-style-type: none"> <li>• Business description</li> <li>• Marketing plan</li> <li>• Organizational/Management plan</li> <li>• Production/operation plan</li> <li>• Financial plan</li> <li>• Executive summary</li> <li>• Presentation of Business Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>
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### Suggested Methods of Instruction

- Direct instruction
- Project
- Case studies
- Field trips
- Discussions
- Demonstration
- Question and answer
- Problem solving
- Experiential
- Team training

### Recommended Resources

- Case studies
- Business plan templates
- Computers
- Overhead projectors
- Internet
- Mobile phone
- Video clips
- Films
- Newspapers and Handouts
- Business Journals
- Writing materials

## EMPLOYABILITY SKILLS

**UNIT CODE:** AGR/CU/AP/BC/05/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 50 hours

### Unit Description

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing workplace ethics.

### Summary of Learning Outcomes

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead small teams
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Demonstrate workplace ethics

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Conduct self-management	<ul style="list-style-type: none"><li>• Self-awareness</li><li>• Formulating personal vision, mission and goals</li><li>• Strategies for overcoming life challenges</li><li>• Emotional intelligence</li><li>• Assertiveness versus aggressiveness</li><li>• Expressing personal thoughts, feelings and beliefs</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral questioning</li><li>• Interviewing</li><li>• Portfolio of evidence</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Developing and maintaining high self-esteem</li> <li>• Developing and maintaining positive self-image</li> <li>• Articulating ideas and aspirations</li> <li>• Accountability and responsibility</li> <li>• Good work habits</li> <li>• Self-awareness</li> <li>• Self-development</li> <li>• Financial literacy</li> <li>• Healthy lifestyle practices</li> </ul>	
2. Demonstrate interpersonal communication	<ul style="list-style-type: none"> <li>• Meaning of interpersonal communication</li> <li>• Listening skills</li> <li>• Types of audience</li> <li>• Writing skills</li> <li>• Reading skills</li> <li>• Meaning of empathy</li> <li>• Understanding customers' needs</li> <li>• Establishing communication networks</li> <li>• Sharing information</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
3. Demonstrate critical safe work habits	<ul style="list-style-type: none"> <li>• Stress and stress management</li> <li>• Punctuality and time consciousness</li> <li>• Leisure</li> <li>• Integrating personal objectives into organizational objectives</li> <li>• Resources utilization</li> <li>• Setting work priorities</li> <li>• HIV and AIDS</li> <li>• Drug and substance abuse</li> <li>• Handling emerging issues</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
4. Lead a small team	<ul style="list-style-type: none"> <li>• Leadership qualities</li> <li>• Team building</li> <li>• Determination of team roles and objectives</li> <li>• Team performance indicators</li> <li>• Responsibilities in a team</li> <li>• Forms of communication</li> <li>• Complementing team activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>

	<ul style="list-style-type: none"> <li>• Gender and gender mainstreaming</li> <li>• Human rights</li> <li>• Maintaining relationships</li> <li>• Conflicts and conflict resolution</li> </ul>	
5. Plan and organize work	<ul style="list-style-type: none"> <li>• Functions of management <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Organizing</li> </ul> </li> <li>• Time management</li> <li>• Decision making process</li> <li>• Task allocation</li> <li>• Evaluating work activities</li> <li>• Resource utilization</li> <li>• Problem solving</li> <li>• Collecting and organising information</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
6. Maintain professional growth and development	<ul style="list-style-type: none"> <li>• Opportunities for professional growth</li> <li>• Assessing training needs</li> <li>• Licenses and certifications for professional growth and development</li> <li>• Pursuing personal and organizational goals</li> <li>• Identifying work priorities</li> <li>• Recognizing career advancement</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
7. Demonstrate workplace learning	<ul style="list-style-type: none"> <li>• Managing own learning</li> <li>• Contributing to the learning community at the workplace</li> <li>• Cultural aspects of work</li> <li>• Variety of learning context</li> <li>• Application of learning</li> <li>• Safe use of technology</li> <li>• Identifying opportunities</li> <li>• Generating new ideas</li> <li>• Workplace innovation</li> <li>• Performance improvement</li> <li>• Handling emerging issues</li> <li>• Future trends and concerns in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>

8. Demonstrate problem solving skills	<ul style="list-style-type: none"> <li>• Problem identification</li> <li>• Problem solving</li> <li>• Application of problem-solving strategies</li> <li>• Resolving customer concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
9. Demonstrate workplace ethics	<ul style="list-style-type: none"> <li>• Meaning of ethics</li> <li>• Ethical perspectives</li> <li>• Principles of ethics</li> <li>• Values and beliefs</li> <li>• Ethical standards</li> <li>• Organization code of ethics</li> <li>• Common ethical dilemmas</li> <li>• Organization culture</li> <li>• Corruption, bribery and conflict of interest</li> <li>• Privacy and data protection</li> <li>• Diversity, harassment and mutual respect</li> <li>• Financial responsibility/accountability</li> <li>• Etiquette</li> <li>• Personal and professional integrity</li> <li>• Commitment to jurisdictional laws</li> <li>• Emerging issues in ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>

### **Suggested Methods of Instruction**

- Demonstrations
- Simulation/Role play
- Discussion
- Presentations
- Case studies
- Q&A

### **Recommended Resources**

- Computers
- Stationery

- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

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## ENVIRONMENTAL LITERACY

**UNIT CODE:** AGR/CU/AP/BC/06/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 25 hours

### Unit Description

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs and monitoring activities on environmental protection/programs.

### Summary of Learning Outcomes

1. Control environmental hazards
2. Control environmental Pollution
3. Demonstrate sustainable use of resource
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Control environmental hazards	<ul style="list-style-type: none"><li>• Purposes and content of Environmental Management and Coordination Act 1999</li><li>• Purposes and content of Solid Waste Act</li><li>• Storage methods for environmentally hazardous materials</li><li>• Disposal methods of hazardous wastes</li><li>• Types and uses of PPE in line with environmental regulations</li><li>• Occupational Safety and Health Standards (OSHS)</li></ul>	<ul style="list-style-type: none"><li>• Written test</li><li>• Oral questions</li><li>• Observation</li></ul>

<p>2. Control environmental Pollution control</p>	<ul style="list-style-type: none"> <li>• Types of pollution</li> <li>• Environmental pollution control measures</li> <li>• Types of solid wastes</li> <li>• Procedures for solid waste management</li> <li>• Different types of noise pollution</li> <li>• Methods for minimizing noise pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questions</li> <li>• Observation</li> </ul>
<p>3. Demonstrate sustainable resource use</p>	<ul style="list-style-type: none"> <li>• Types of resources</li> <li>• Techniques in measuring current usage of resources</li> <li>• Calculating current usage of resources</li> <li>• Methods for minimizing wastage</li> <li>• Waste management procedures</li> <li>• Principles of 3Rs (Reduce, Reuse, Recycle)</li> <li>• Methods for economizing or reducing resource consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questions</li> <li>• Observation</li> </ul>
<p>4. Evaluate current practices in relation to resource usage</p>	<ul style="list-style-type: none"> <li>• Collection of information on environmental and resource efficiency systems and procedures,</li> <li>• Measurement and recording of current resource usage</li> <li>• Analysis and recording of current purchasing strategies.</li> <li>• Analysis of current work processes to access information and data</li> <li>• Identification of areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questions</li> <li>• Observation</li> </ul>
<p>5. Identify Environmental legislations/conventions for environmental concerns</p>	<ul style="list-style-type: none"> <li>• Environmental issues/concerns</li> <li>• Environmental legislations /conventions and local ordinances</li> <li>• Industrial standard /environmental practices</li> <li>• International Environmental Protocols (Montreal, Kyoto)</li> <li>• Features of an environmental strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Written questions</li> <li>• Oral questions</li> <li>• Observation</li> </ul>
<p>6. Implement specific environmental programs</p>	<ul style="list-style-type: none"> <li>• Community needs and expectations</li> <li>• Resource availability</li> <li>• 5 s of good housekeeping</li> <li>• Identification of programs/Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written questions</li> <li>• Oral questions</li> <li>• Observation</li> </ul>



	<ul style="list-style-type: none"> <li>• Setting of individual roles /responsibilities</li> <li>• Resolving problems /constraints encountered</li> <li>• Consultation with stakeholders</li> </ul>	
7. Monitor activities on Environmental protection/Programs	<ul style="list-style-type: none"> <li>• Periodic monitoring and Evaluation of activities</li> <li>• Gathering feedback from stakeholders</li> <li>• Analysing data gathered</li> <li>• Documentation of recommendations and submission</li> <li>• Setting of management support systems to sustain and enhance the program</li> <li>• Monitoring and reporting of environmental incidents to concerned /proper authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul>

### Suggested Methods of Instruction

- Instructor led facilitation of theory
- Demonstration by trainer
- Viewing of related videos
- Project
- Assignments
- Role play

### Recommended Resources

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Environmental Management and Coordination Act 1999
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)
- ISO standards
- Company environmental management systems (EMS)
- Montreal Protocol
- Kyoto Protocol

## OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:**AGR/CU/AP/BC/07/5/A

### Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate occupational safety and health practices

**Duration of Unit:** 25 hours

### Unit Description

This unit specifies the competencies required to identify workplace hazards and risk, identify and implement appropriate control measures and implement OSH programs, procedures and policies/ guidelines

### Summary of Learning Outcomes

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify workplace hazards and risks	<ul style="list-style-type: none"><li>• Identification of hazards in the workplace and/or the indicators of their presence</li><li>• Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace is conducted by</li><li>• Authorized personnel or agency</li><li>• Gathering of OHS issues and/or concerns raised</li></ul>	<ul style="list-style-type: none"><li>• Oral questions</li><li>• Written tests</li><li>• Portfolio of evidence</li><li>• Third party report</li></ul>
2. Control OSH hazards	<ul style="list-style-type: none"><li>• Prevention and control measures, including use of PPE (personal protective equipment) for specific hazards are identified and implemented</li></ul>	<ul style="list-style-type: none"><li>• Oral questions</li><li>• Written tests</li><li>• Portfolio of evidence</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Appropriate risk controls based on result of OSH hazard evaluation is recommended</li> <li>• Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures</li> </ul>	
3. Implement OSH programs	<ul style="list-style-type: none"> <li>• Providing information to work team about company OHS program, procedures and policies/guidelines</li> <li>• Participating in implementation of OSH procedures and policies/guidelines</li> <li>• Training of team members and advice on OSH standards and procedures</li> <li>• Implementation of procedures for maintaining OSH-related records</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>

### **Suggested Methods of Instruction**

- Assignments
- Discussion
- Q&A
- Role play
- Viewing of related videos

### **Recommended Resources**

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE) e.g.
  - Mask
  - Face mask/shield
  - Safety boots
  - Safety harness

- Arm/Hand guard, gloves
- Eye protection (goggles, shield)
- Hearing protection (ear muffs, ear plugs)
- Hair Net/cap/bonnet
- Hard hat
- Face protection (mask, shield)
- Apron/Gown/coverall/jump suit
- Anti-static suits
- High-visibility reflective vest

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## **CORE UNITS OF LEARNING**

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## AGRI-ENTERPRISE BUSINESS PLAN DEVELOPMENT

**UNIT CODE:** AGR/CU/AP/CR/01/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Develop Agri-Enterprise Business Plan

**Duration of Unit:** 260 hours

### Unit Description

This unit specifies the competencies required to develop an agri- enterprise business plan. It involves preparing to develop agri-enterprise business plan, developing agri-enterprise business plan, evaluating agri-enterprise business plan and completing development of agri-enterprise business plan.

### Summary of Learning Outcomes

1. Prepare to develop agri-enterprise business plan.
2. Develop agri-enterprise business plan
3. Evaluate agri-enterprise business plan
4. Complete development agri-enterprise business plan

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Prepare to develop agri-enterprise business plan.	<ul style="list-style-type: none"><li>• Feasibility study</li><li>• SWOT Analysis</li><li>• Value chain analysis</li><li>• Strategy formulation</li><li>• Entrepreneurship</li><li>• Project planning and management</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral questions</li><li>• Third party report</li></ul>
2. Develop agri-enterprise business plan	<ul style="list-style-type: none"><li>• Principles of Marketing</li><li>• Management principles</li><li>• Principles of operational planning</li><li>• Principles of financial plan</li><li>• Basic procurement principles</li><li>• Human resources development</li><li>• Basic accounting principles</li><li>• Business strategy</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral questions</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Investment plan</li> <li>• Financial records</li> <li>• Organizational policies and standard operating system</li> </ul>	
3. Evaluate agri-enterprise business plan	<ul style="list-style-type: none"> <li>• Monitoring and Evaluation</li> <li>• Stakeholders mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> </ul>
4. Complete development agri-enterprise business plan	<ul style="list-style-type: none"> <li>• Documentation</li> <li>• Report writing</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questions</li> </ul>

### **Suggested Methods of Instruction**

- Demonstration by trainer
- Field trips
- Discussions
- Direct instruction
- Role play
- Mentorship program
- Apprenticeship

### **Recommended Resources**

- Business planning template
- Financial planning template

## AGRI-ENTERPRISE STARTING

**UNIT CODE:** AGR/CU/AP/CR/02/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Start agri-enterprise.

**Duration of Unit:** 280 hours

### Unit Description

This unit specifies the competencies required to start an Agri-enterprise. 1. Prepare to start agri-enterprise, implementing agri-enterprise operations, evaluating agri-enterprise and completing starting agri-enterprise

### Summary of Learning Outcomes

1. Prepare to start agri-enterprise
2. Implement agri-enterprise operations
3. Evaluate agri-enterprise
4. Complete starting agri-enterprise

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Prepare to start agri-enterprise	<ul style="list-style-type: none"><li>• Feasibility study</li><li>• SWOT analysis</li><li>• Value chain analysis</li><li>• Business services</li><li>• Financial management</li><li>• Human resources management</li><li>• Legal and regulatory framework</li><li>• Production processes</li><li>• Enterprise requirements</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral questions</li><li>• Third party report</li></ul>
2. Implement agri-enterprise operations	<ul style="list-style-type: none"><li>• Production of products</li><li>• Business services</li><li>• Financial management</li><li>• Human resources management</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral questions</li><li>• Third party report</li></ul>



	<ul style="list-style-type: none"> <li>• Legal and regulatory framework</li> <li>• Policies and operational procedure</li> </ul>	
3. Evaluate agri-enterprise business plan	<ul style="list-style-type: none"> <li>• Monitoring and evaluation</li> <li>• Enterprise performance appraisal</li> <li>• Customer feedback</li> <li>• Business plan targets</li> <li>• Operational plans</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> </ul>
4. Complete starting agri-enterprise	<ul style="list-style-type: none"> <li>• Activity reporting</li> <li>• Financial reporting</li> <li>• Review of plans, strategies or targets</li> <li>• Product improvement and innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questions</li> </ul>

#### **Suggested Methods of Instruction**

- Demonstration by trainer
- Field trips
- Discussions
- Direct instruction
- Role play
- Guided questions
- Mentorship program
- Apprenticeship

#### **Recommended Resources**

- SWOT
- Feasibility studies
- Business Canvas Model

## AGRI-ENTERPRISE PRODUCTS AND SERVICES MARKETING

**UNIT CODE:** AGR/CU/AP/CR/03/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Market agri-enterprise products and services

**Duration of Unit:** 280 hours

### Unit Description

This unit specifies the competencies required to market Agricultural products; it involves preparing for marketing of agri-enterprise products, executing marketing of agri-enterprise products, establishing customer feedback mechanism and completing marketing of agri-enterprise products.

### Summary of Learning Outcomes

1. Prepare for marketing of agri-enterprise products
2. Market Agri-enterprise products
3. Establish customer feedback mechanism
4. Complete marketing of agri-enterprise products

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Prepare for marketing of agri-enterprise products	<ul style="list-style-type: none"><li>• Market research</li><li>• Feasibility study</li><li>• Demand and supply</li><li>• Marketing mix (8 P's)</li><li>• Marketing strategies</li><li>• Business competitors</li><li>• Customer care</li><li>• Basic economic principles</li><li>• Principles of business management</li><li>• Legal and regulatory framework</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral questions</li><li>• Third party report</li></ul>
2. Market Agri-enterprise products	<ul style="list-style-type: none"><li>• Branding</li><li>• Packaging/ packing and labelling</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral questions</li></ul>

	<ul style="list-style-type: none"> <li>• Product launch</li> <li>• Distribution channels</li> <li>• Promotion and advertisements</li> <li>• Sales</li> <li>• Public relations</li> <li>• Customers</li> <li>• Competitiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Third party report</li> </ul>
3. Respond to customer feedback	<ul style="list-style-type: none"> <li>• Customer feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> </ul>
4. Complete marketing of agri-enterprise products	<ul style="list-style-type: none"> <li>• Product penetration</li> <li>• Product improvement and innovation</li> <li>• Report writing and documentations</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questions</li> </ul>

#### **Suggested Methods of instructions**

- Demonstration by trainer
- Field trips
- Discussions
- Direct instruction
- Role play
- Guided questions

#### **Recommended Resources**

- Feasibility studies
- Market research
- Report writing
- Customer feedback

## AGRI-ENTERPRISE MANAGEMENT

**UNIT CODE:** AGR/CU/AP/CR/04/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Manage an agri-enterprise.

**Duration of Unit:** 300 hours

### Unit Description

This unit specifies the competencies required to manage an agri-enterprise. It involves preparing to manage agri-enterprise, managing the agri-enterprise, evaluating management of agri-enterprise and completing management of agri enterprise.

### Summary of Learning Outcomes

1. Prepare to manage agri-enterprise
2. Manage the agri-enterprise
3. Evaluate management of agri-enterprise
4. Complete management of agri enterprise

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Prepare to manage agri-enterprise	<ul style="list-style-type: none"><li>• Policy and procedure</li><li>• Management strategies</li><li>• Basic business planning</li><li>• Resource mobilization and management</li><li>• Budgeting</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral questions</li><li>• Third party report</li></ul>
2. Manage the agri-enterprise	<ul style="list-style-type: none"><li>• Project cycle management</li><li>• Human resource management</li><li>• Basic financial management</li><li>• Risk management</li><li>• Record keeping</li><li>• Marketing</li><li>• Customer care</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral questions</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Innovation</li> </ul>	
3. Evaluate management of agri-enterprise	<ul style="list-style-type: none"> <li>• Monitoring and Evaluation</li> <li>• Product improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> </ul>
4. Complete management of agri enterprise	<ul style="list-style-type: none"> <li>• Report writing and documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questions</li> <li>• Interviewing</li> </ul>

### **Suggested Methods of instruction**

- Demonstration by trainer
- Field trips
- Discussions
- Direct instruction
- Role play

### **Recommended Resources**

- Business plan
- Budgeting
- Reporting
- Accounting software
- Ledger book
- Cash book

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## APPLICATION OF ICT IN AGRI-ENTERPRISE

**UNIT CODE:** AG/CU/AP/CR/05/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply ICT in agri-enterprise

**Duration of Unit:** 280 hours

### Unit Description

This unit specifies the competencies required to apply ICT in agri-enterprise. It involves preparing to integrate ICT in agri-enterprise, integrating ICT into agri-enterprise processes, evaluating agri-enterprise ICT integration and completing integrating ICT into agri-enterprise.

### Summary of Learning Outcomes

1. Prepare to integrate ICT in agri-enterprise
2. Integrate ICT into agri-enterprise processes
3. Evaluate agri-enterprise ICT integration
4. Complete integrating ICT into agri-enterprise

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Prepare to integrate ICT in agri-enterprise processes	<ul style="list-style-type: none"><li>• Needs assessment tools</li><li>• ICT tools</li><li>• infrastructure</li><li>• ICT planning</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral questioning</li><li>• Third party report</li></ul>
2. Integrate ICT into agri-enterprise processes	<ul style="list-style-type: none"><li>• ICT and ICT applications</li><li>• Records management</li><li>• Communication</li><li>• Human Resources management</li><li>• Financial systems</li><li>• Use of internet</li><li>• Computers and computer packages</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral questioning</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Usage of mobile phones and mobile phone applications</li> <li>• Networking</li> </ul>	
3. Evaluate agri-enterprise ICT integration	<ul style="list-style-type: none"> <li>• Innovations and improvement of ICT processes in agri-enterprises</li> <li>• Monitoring and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul>
4. Complete integrating ICT into agri-enterprise processes	<ul style="list-style-type: none"> <li>• Report writing and documentation of ICT integration</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul>

### Suggested Methods of Instruction

- Project
- Demonstration by trainer
- Discussions
- Direct instruction

### Recommended Resources

- Records
- Installation manuals
- Computers (desktops and laptops)
- Internet network
- Internet network infrastructure
- Smartphones
- GPS devices
- Cabling
- Applications software
- Satellite mapping software (googlemaps)