****

**REPUBLIC OF KENYA**

**COMPETENCY BASED MODULAR CURRICULUM**

**FOR**

**AGRIPRENEURSHIP**

**LEVEL 3**

**ISCED CODE: 0811 254 A**

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# **FOREWORD**

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

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of 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 the mode of delivery allow 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. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the Agriculture Sector’s growth and development.

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

**PREFACE**

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

TVET Act, CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development emphasized the need to reform curriculum development, assessment, and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee’s achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

# **ACKNOWLEDGMENT**

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 were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the Agriculture National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Agriculture sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the Agriculture Sector acquire competencies to perform their work more efficiently and effectively.

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**ABBREVIATIONS AND ACRONYMS**

|  |  |  |
| --- | --- | --- |
| AFA | : | Agriculture and Food Authority |
| BC | : | Basic Competency |
| CBET | : | Competency-Based Education and Training |
| CDACC | : | Curriculum Development, Assessment and Certification Council |
| CEO | : | Chief Executive Officer |
| CR | : | Core Competency |
| CU | : | Curriculum |
| GAAP | : | Generally Accepted Accounting Principles |
| ICT | : | Information communication technology |
| KDB | : | Kenya Dairy Board |
| KEBS | : | Kenya Bureau of Standards |
| KEPHIS | : | Kenya Plant Health Inspectorate Services |
| KVB | : | Kenya Veterinary Board |
| LCD | : | Liquid Crystal Display |
| NEMA | : | National Environment Management Authority |
| PPE | : | Personal Protective Equipment |
| Q&A | : | Question and Answer |
| SOPs | : | Standard Operating Procedures |
| SSAC | : | Sector Skills Advisory Committee |
| SSEs | : | Small scale Enterprises |
| SWOT | : | Strengths, Weaknesses, Opportunities and Threats |
| TVET | : | Technical and Vocational Education and Training |

**KEY TO ISCED UNIT CODE**



**COURSE OVERVIEW**

Agripreneurship level 3 qualification consist of competencies an individual must have to operate agrienterprise. It involves establishing and operating Agri-Enterprise, marketing Agri-Enterprise Products and Services, maintaining product and service quality and Keeping Agri-Enterprise Records.

Units of learning comprising Agripreneurship Level 3 qualification include the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| 0811 251 01 A | Agri-Enterprise Establishment | 40 | 4 |
| 0811 251 02 A | Agri-Enterprise Operation | 40 | 4 |
| 0811 251 03 A | Marketing Agri-Enterprise Products and Services | 50 | 5 |
| 0811 251 04 A | Products and Service Quality Maintenance | 30 | 3 |
| 0811 251 05 A | Agri-Enterprise Record Keeping | 40 | 4 |
|  | Industrial Attachment | 240 | 24 |
| **Total** | | **440** | **44** |

**Entry Requirements**

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

1. Kenya Certificate of Primary Education (KCPE)

**Or**

1. Equivalent qualifications as may be determined by relevant regulatory body

**Trainer Qualification**

Qualifications of a trainer for this course include:

1. Possession of at least Agripreneurship Level 5 or level 5 in related trade area;
2. Licensed by TVETA

**Credit Accumulation, Transfer, and Exemptions**

………… (QAI) Guidelines on credit accumulation and transfer shall apply.

**Industry Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 240 hours in the agriculture sector. The industrial training may be undertaken after completion of all units for those pursuing part qualification or be distributed equally in each unit for those pursuing partial qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

**Ass****essment**

The course shall be assessed formatively and summatively:

1. During formative assessment all performance criteria shall be assessed based on performance criteria weighting.
2. Number of formative assessments shall minimally be equal to the number of elements in a unit of competency
3. Assessment of basic and common competencies shall be integrated in the core units
4. Theoretical assessment shall be integrated in practical assessment and conducted orally in both formative and summative assessments.
5. Theoretical and practical weight shall be 10:90 respectively for each unit of learning.
6. Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score
7. Assessment performance rating for each unit of competency shall be as follows:

|  |  |
| --- | --- |
| **MARKS** | **COMPETENCE RATING** |
| 80 -100 | Attained Mastery |
| 65 - 79 | Proficient |
| 50 - 64 | Competent |
| 49 and below | Not Yet Competent |
| Y | Assessment Malpractice/irregularities |

1. Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

**Certification**

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a Unit of Competency. To be issued with the Kenya National TVET Certificate in Agripreneurship Level 3, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. Statement of Attainment certificate may be awarded upon demonstration of competence in certifiable element within a unit.

These certificates will be issued by Qualification Awarding Institution.

# **AGRI-ENTERPRISE ESTABLISHMENT**

**UNIT CODE:** 0811 251 01 A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Establish agri-enterprise

**Duration of Unit:** 40 Hours

**Unit Description**

This unit specifies the competencies required to establish an agri-enterprise. It involves selecting and registering an Agri enterprise, carrying out SWOT analysis, developing agri-enterprise business plan, preparing agri-enterprise budgets and mobilizing required resources

**Summary of learning outcomes**

By the end of this unit of learning, the trainee should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Select agri-enterprise | **10** |
| 2. | Register agri enterprise | **10** |
| 3. | Carry out SWOT analysis | **10** |
| 4. | Prepare agri-enterprise budgets | **10** |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Select agri enterprise | * 1. Definition of terms      1. Market      2. Market scan      3. Agri enterprise   2. Types of agri-enterprises      1. Crop products and services      2. Animal products and services   3. Importance of market scanning   4. Rapid market scanning      1. Basic methods of data collection      2. Basic methods of data analysis      3. Market gap analysis   5. Business idea generation   1.5.1Business model canvas for start ups | * Oral questions * Written test * Observation * Third party report * Projects * Case study |
| 1. Register agri enterprise | 2.1 Select forms of business   * + 1. Sole proprietorships   2.2.2 Partnerships  2.2.3 Limited liability company  2.2 Legal and regulatory requirements for business registration  2.2.1Business registration   * + Manual   + Online   2.2.2Business bank accounts   * 1. Selection of business location   2. Assembling of business registration documents   3. Registration of business name   4. Acquire business permits and licenses   5. Benefits of bank accounts to small businesses   2.7.1Types of bank accounts  2.7.2 Opening procedures and requirements   * + 1. Types of business permits / licenses for small businesses in Kenya | * Oral questions * Written tests * Observation * Third party reports * Projects * Case study |
| 1. Carry out SWOT analysis | * 1. Identification of enterprise strengths   3.1.1 Patents rights  3.1.2 Strong brand names  3.1.3 Good reputation among customers  3.1.4 Cost advantages from proprietary know-how   * + 1. Exclusive access to high grade raw materials     2. Favorable access to distribution networks     3. Possession of high end technology     4. Workers with unique competencies     5. All other positive things internal to the enterprise/firm   1. Identification of enterprise weakness      1. Limited capital      2. High workers turnover.      3. High bureaucracies that limit workers creativity and innovative abilities.      4. Limited workers skills and expertise.      5. Liquidity problems   3.2.6 Low market reputation   * + 1. Poor corporate culture.   3.2.7 Poor service levels.  3.2.8 Limited production capacity   * 1. Identification of enterprise opportunities      1. an unfulfilled customer need      2. arrival of new technologies      3. loosening of regulations e.g no of permits required      4. removal of international trade barriers   2. Identification of enterprise threats      1. Internal risks to business      2. External risks to business   3. Preparation of actions plans | * Oral questions * Written tests * Observation * Third party reports * Projects * Case study |
| 1. Develop agri-enterprise business plan | * 1. Develop Agri- enterprise obljectives and long-term goals on SWOT analysis report   2. Develop Agri-enterprise vision and mission statement   3. Identify business location and form of ownership   4. Develop marketing plan      1. Customers      2. Competitors      3. Products      4. Distribution channels      5. Sales promotion strategies   5. Develop production and operational plans      1. Facility layout      2. Technology to be applied      3. Production costs      4. Sourcing of raw materials   6. Develop management plan      1. Positions to be filled      2. Organization structure      3. Duties and responsibilities to be performed      4. Relevant list of advisors   7. Develop financial plan   8. Prepare Agri enterprise business plan |  |
| 1. Prepare agri-enterprise budgets | * 1. Identification of Agri Enterprise activities   2. Types of budgets      1. Cash flow budget      2. Operational budget      3. Whole farm budgets      4. Partial budgets   3. Allocation of costs based on materials and input   4. Budget preparation   5. Meaning and importance of budgeting in small enterprises and operating budget expenses.   6. Budgeting process for small enterprises and drawing of work plan | * Oral questions * Written tests * Observation * Third party reports * Projects * Case study |
| 1. Mobilize agri-enterprise resources | * 1. Identify the types of resources      1. Physical resources      2. Financial resources      3. Human resources   2. Select and assess methods of resource mobilization      1. Personal finance      2. Loans      3. Friends and relatives      4. Venture capitalist      5. Subsidies and grants      6. Bootstrapping strategies   3. Acquire and utilize Agri enterprise resources |  |

**Suggested Methods of Delivery and Instruction:**

* Direct instruction
* Field trips/ site visits
* Group discussions
* Demonstration
* Practice by the trainee
* Computer aided learning
* Relevant videos
* Role play
* Guest speakers (Financial institutions, successful Agripreneur)

**List of Recommended Resources**

* Computers
* Survey tool
* Mobile phone / Smart phone
* Internet connection
* Printers
* Business record templates
* Business receipt template
* Pens
* Notebooks
* Filing systems
* SWOT analysis templates
* Business plan templates
* Flip charts
* Calculators

# **AGRI-ENTERPRISE OPERATION**

**UNIT CODE:** 0811 251 02 A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Operate agri-enterprise

**Duration of Unit:** 40 Hours

**Unit Description**

This unit specifies the competencies required to operate an agri-enterprise. It involves recruiting and supervising agri-enterprise workers, monitoring production and processing activities, managing Agri enterprise finances, controlling agri enterprise risks, and, maintaining relationships with agri-enterprise stakeholders.

**Summary of learning outcomes**

By the end of this unit of learning, the trainee should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Recruit agri-enterprise workers | **10** |
| 2. | Supervise agri-enterprise workers | **10** |
| 3. | Monitor production and processing activities | **10** |
| 4. | Control agri-enterprise risks | **5** |
| 5. | Maintain agri-enterprise stakeholder relationships | **5** |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Recruit agri-enterprise workers | * 1. Meaning of terms   2. Worker’s recruitment   + Internal sources   + External sources   1. Worker’s selection process   + Worker interviews   + Job offers and placement   + Terms of employment   (casual and contract)   * + Contract signing and termination   + Worker’s placement   1.4 Identification of work engagement  1.5 Advertisement of worker recruitment positions  1.6 Conduction of recruitment interviews  1.7 Signing of work job contract  1.8 Conduction of work placement and orietation | * Oral interview * Written test * Observation * Third party reports * Practical test * Case study |
| 1. Supervise agri-enterprise workers | * 1. Worker’s supervision      1. Importance of workers      2. Supervision      3. Levels of workers supervision      4. Qualities of a good supervisor   2. Reporting channels performance management      1. Tools for performance management   3. Steps in performance management   4. Performance monitoring and feedback      1. Effective management of meetings   5. Worker’s training and development      1. Conflict resolution      2. Worker’s motivation   6. Worker’s sanction and rewards | * Oral * Written * Observation * Third party reports * Practical test * Case study |
| 1. Monitor production and processing activities | Importance of monitoring and evaluation   * 1. Key performance indicators for production and processing   2. Identification of regulatory authority measures   3. Documentation of task procedures and flow charts   4. Sourcing of raw materials in line with firms procurement   5. Checking of quality raw materials   6. Maintenance of stock levels   7. Production of product services   8. Waste control | * Oral * Written * Observation * Third party reports * Practical test * Case study |
| 1. Control agri enterprise risks | * 1. Monitoring of agri- enterprise expenditure and income   2. Agribusiness liabilities   3. Analyzation of business gross margins   4. Business financial adjustment measures | * Oral * Written test * Observation * Third party reports * Practical test * Case study |
| 1. Maintain agri-enterprise stakeholder relationships | * 1. Stakeholders mapping   2. Types of agri-enterprise stakeholders   3. Partnerships / networking   4. Methods of communication   5. Stakeholder engagement   6. Stakeholder relationship management   7. Risk intervention measures | * Oral * Written test * Observation * Third party reports * Practical test * Case study |

**Suggested Methods of Delivery and Instruction:**

* Direct Instruction
* Group discussions
* Field trips / site visits
* Demonstration
* Facilitated practical’s
* Use of visual and audio-visual aids
* Role play

**List of Recommended Resources:**

* Financial record templates
* Computers
* Delivery note book
* Workers management tools
* Farm / firm register
* Internet connection
* Inventory records
* Invoice book
* Learning guides
* Mobile phones
* Printer
* Sample Business records
* SOPs manuals
* Workers contract templates
* Work schedule / workers work plans

# **MARKETING AGRI-ENTERPRISE PRODUCTS AND SERVICES**

**UNIT CODE:** 0811 251 03 A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 50 Hours

**Unit Description**

This unit specifies the competencies required to market agri enterprise products and services. It involves conducting market scans, pricing products and services, selecting suitable marketing channels, promoting and selling agri-enterprise products and services, and monitoring performance of products and services.

**Summary of learning outcomes**

By the end of this unit of learning, the trainee should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Conduct market scan | **10** |
| 2. | Price products and services | **10** |
| 3. | Select marketing channels | **10** |
| 4. | Promote agri-enterprise products and services | **10** |
| 5. | Sell agri-enterprise products and services | **10** |
| **Total** | | **50** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct market scan | * Definition of terms   + Market   + Market scanning * Importance and role of market scanning * Data collection   + Sampling   + Random sampling   + Stratified sampling   + Snowball   + Tools for data collection   + Questionnaire   + Observation checklists * Data analysis   + Measures of central tendency   Report Writing | * Oral questioning * Written tests * Observation * Third party reports * Practical test * Assignments |
| 1. Price products and services | * Definition of terms (price, product, and service) * Characteristics of agri-enterprise products and services * Costing   + Direct costs   + Indirect costs | * Oral questioning * Written tests * Observation * Third party reports * Practical test * Case study * Assignments |
| 1. Select marketing channels | * Definition of terms * Marketing channels for agri-enterprises   + Types of channels   + Advantages and disadvantages of specific marketing channels * 4Ps of marketing * distribution channels * Factors determining choice of a marketing * Developing a product brand * Packaging/ packing and labelling * Product launch * Promotion and advertisements * Basic marketing strategy development * Product penetration | * Oral questioning * Written tests * Observation * Third party reports * Practical test * Case study * Assignments |
| 1. Promote agri enterprise products and services | * Main features of agri enterprise products / services * Developing a product and service brand   + Requirements for registration of trademark / business name   + Brand packaging / packing and labelling * Promotion mix   + Elements   + Methods of promotions     - Personal selling     - Advertising     - Sales promotion     - Direct marketing     - Publicity   + Factors affecting choice of promotion mix   + Role of media (social, print and electronic) in promotion of an agri-enterprise products / services | * Oral questioning * Written tests * Observation * Third party reports * Practical test * Case study * Assignment |
| 1. Sell agri-enterprise products and services | * Role of the sales force * Sale process * Delivery and payment methods   + Purchase order uses and features   + Delivery note uses and features   + Invoice uses and features   + Credit and debit note uses and features   + Cash vs credit sales   + Sales period   + Cash and quantity discounts * Features of simple contracts * Current trends in payments   E-Payments | * Oral questioning * Written tests * Observation * Third party reports * Practical test * Case study * Assignments |

**Suggested Methods of Delivery and Instruction:**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practice by the trainee
* Field trips/site visits
* role play
* Demonstration videos
* Group discussions
* Exercises
* Simulations

**List of Recommended Resources**

* Agribusiness fliers
* sample marketing channels
* Airtime
* Business cards
* Computer
* Internet connection
* Invoice books
* Marketing materials for product promotion.
* Mobile phones
* Order books
* Packaging / branding materials for agri-products
* Printer
* Product labels
* Sample contracts
* Transport facilities

# **PRODUCTS AND SERVICE QUALITY MAINTENANCE**

**UNIT CODE:** 0811 251 04 A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Maintain product and service quality.

**Duration of Unit:** 30 Hours

**Unit Description**

This unit specifies the competencies required to maintain quality of agri-enterprise products and services. It involves determining quality standards of product and services, maintaining standard operating procedures in producing quality products and services, conducting quality-checks, certifying agri - products and services with relevant authorities and responding to client feedback.

**Summary of learning outcomes**

By the end of this unit of learning, the trainee should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Determine quality standards | **5** |
| 2. | Maintain quality standard operating procedures | **5** |
| 3. | Conduct quality-checks | **5** |
| 4. | Carry out agri-enterprise products and services certification | **5** |
| 5. | Respond to client feedback | **10** |
| **Total** | | **30** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine quality standards | * Definition of terms   + Quality standards   + Food safety * Importance of food safety * Types of safety standards * Food safety management institutions * Basic principles of food hygiene | * Oral * Written * Observation * Third party reports * Practical test * Case study * Assignments |
| 1. Maintain quality standard operating procedures | * Definition, meaning and importance of SOPs * Process of developing SOPs * Review and maintenance of SOPs in agri-enterprise * Improving quality using the Kaizen 5S model | * Oral * Written * Observation * Third party reports * Practical test * Case study |
| 1. Conduct quality-checks | * Definitions of terms * Importance of quality checks * Types of quality checks * Pre-production * In-line / during production * Pre-shipment inspection PSI * Container loading supervision * Piece by piece inspection * Sample inspection * Quality check tools | * Oral * Written * Observation * Third party * Practical test * Case study * Assignments |
| 1. Carry out agri-enterprise products and services certification | * Definition of terms * Importance of Certification * Types of certifications * Certification bodies * Process of certification | * Oral * Written * Observation * Third party * Practical test * Case study * Assignments |
| 1. Respond to client feedback | * Types of feedback * Importance of feedback * Feedback mechanisms * Feedback analysis | * Oral * Written * Observation * Third party * Practical test * Case study * Assignment |

**Suggested Methods of Delivery and Instruction:**

* Direct instruction
* Field trips/site visits
* Group discussions
* Demonstration
* Instructor-led facilitation of theory
* Practice by the trainee
* Role-play
* Simulations

**List of Recommended Resources**

* Calibration tools
* Computer
* Internet
* Lab and lab equipment, reagents, materials and supplies
* Printer
* Quality check charts
* Record keeping tools
* Sampling containers.
* SOPs / HACCP guidelines
* Standard quality testing tools / equipment such as thermometers, weighing scales etc. based on the industry
* Stationery
* Work spaces

# **AGRI-ENTERPRISE RECORD KEEPING**

**UNIT CODE:** 0811 251 05 A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 40 Hours

**Unit Description**

This unit specifies the competencies required to keep agri-enterprise records. It involves establishing relevant agri-enterprise record keeping systems, recording Agri enterprise data, periodically preparing agri-enterprise reports, and maintaining Agri enterprise records.

**Summary of learning outcomes**

By the end of this unit of learning, the trainee should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Establish record keeping system | **10** |
| 2. | Record enterprise data | **10** |
| 3. | Prepare agri-enterprise reports | **10** |
| 4. | Maintain agri-enterprise records | **10** |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Establish record keeping system | * Definition of terms * Importance of keeping records * Types of records:   + Production   + Sales   + Expenditure   + Inventory * Forms of records   + Physical   + digital * Uses of the various records * Record keeping procedures | * Oral Questions * Written Test * Observation * Third party * Practical test * Case study * Assignment |
| 1. Record agri-enterprise data | * Sources of agri-enterprise data. * Steps in data capture * Recording data in simple templates   + Financial templates     - Ledgers     - Cash books     - Profit and loss statements     - Balance sheet   + Production templates     - Yield     - Weekly timesheets * Data verification and validation | * Oral Questions * Written Test * Observation * Practical test * Case study * Project work |
| 1. Prepare agri-enterprise reports | * Generally Accepted Accounting Principles (GAAP) * Data analysis   + Importance of data analysis in record keeping   + Methods of data analysis:     - Measures of central tendency; frequency, mean, median and mode     - Current ratios and leverage (debt equity ratios) * Report writing | * Oral Questions * Written Test * Observation * Third party * Practical test * Case study * Assignments |
| 1. Maintain agri-enterprise records | * Importance of storage/record retention * Records storage devices: * Digitization of records * Records lifecycle   + Factors affecting records lifecycle   + Records Storage methods   + Records disposal methods * Records Security   + Importance of security   + Security of digital records   + Security of manual records * Utilize agri-enterprise records   + Trigger points in records management   + Report review and schedule   + Report sharing | * Oral Questions * Written Test * Observation * Third party * Practical test * Case study * Assignment |

**Suggested Methods of Delivery and Instruction:**

* Instructor-led facilitation of theory
* Field trips/site visits
* Group discussions
* Demonstration by trainer
* Practice by the trainee
* Simulation

**List of Recommended Resources**

* Cabinet safes
* Calculators
* Charts with presentations of data
* Computer
* Data storage devices
* Erasers
* Files
* Flip charts
* ICT tools
* Journals
* Labels
* Ledger books
* Maker pens
* Mobile phones
* MS Office packages
* Notebooks
* Pencils
* Pens
* Record books
* Record keeping templates
* Registers
* Rulers
* Sample records