

**REPUBLIC OF KENYA**

**COMPETENCY BASED MODULAR CURRICULUM**

**FOR**

**AGRIPRENEURSHIP**

**KNQF LEVEL 4**

**PROGRAMME ISCED CODE: 0811 354A**

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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 Agriprenuership 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 up skilling.

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 ………….. 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 Agricultural 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 Agricultural Sector acquire competencies to perform their work more efficiently and effectively.

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# ABBREVIATION AND ACRONYMS

ATVET Agricultural Technical and Vocational Education and Training

AGR Agriculture

AP Agripreneurship

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

KNQA Kenya National Qualifications Authority

KCSE Kenya Certificate of Secondary Education

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 ISCED UNIT CODE**



# COURSE OVERVIEW

Agripreneurship level 4 qualification consists of competencies that an individual must have to operate an agri-enterprise. It entails developing an agri-enterprise business plan, operating a small agri-enterprise, marketing agricultural products/services, supervising agri-enterprise operations and marketing agricultural products/services online.

Units of learning comprising Agriprenuership level 4 qualification include the following:

**SUMMARY OF UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **UNIT CATEGORY** | **UNIT CODE** | **UNIT NAME** | **DURATION (HOURS)** |
| **MODULE I** | | | |
| CORE | 0811 341 01 A | Agri-enterprise establishment | 40 |
| CORE | 0811 341 02 A | Agri-enterprise operation | 40 |
| CORE | 0811 341 03 A | Marketing Agri-enterprise products and services | 50 |
| CORE | 0811 341 04 A | Products and services quality maintenance | 30 |
| CORE | 0811 341 05 A | Agri-enterprise record keeping | 40 |
|  |  | **TOTAL** | **200** |
| **MODULE II** | | | |
| CORE | 0811 341 06 A | Agri-enterprise business plan development | 40 |
| CORE | 0811 341 07 A | Small Agri-enterprise operation | 40 |
| CORE | 0811 341 08 A | Agri-enterprise products and services marketing | 40 |
| CORE | 0811 341 09 A | Agripreneurial operations supervision | 40 |
| CORE | 0811 341 10 A | Agricultural products and services online marketing | 60 |
|  |  | Industrial Training | 320 |
|  |  | **GRAND TOTAL** | **740** |

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE) mean grade E or completion of KNQF level 3

Or

1. Any other relevant qualification equivalent to KNQF level 3 as determined by relevant regulatory body.

**Trainer qualification**

Qualifications of a trainer for this course include:

1. Possession of at least Agriprenuership level 6 or level 6 in related trade area
2. Licensed by TVETA)

**Industry Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 320 hours in the agriculture sector. The industrial training may be taken after completion of all units for those pursuing the full 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.

**Assessment requirements**

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 attain Kenya National TVET Certificate in Agripreneurship level 4, 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

# MODULE I

# AGRI-ENTERPRISE ESTABLISHMENT

**UNIT CODE:** 0811 351 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 | 5 |
| 2. | Register agri enterprise | 5 |
| 3. | Carry out SWOT analysis | 10 |
| 4. | Develop agri-enterprise business plan | 10 |
| 5. | Prepare agri-enterprise budgets | 5 |
| 6. | Mobilize Agri-enterprise resources | 5 |
| **Total** | | 40 |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Select agri enterprise | * 1. Definition of terms * Market * Market scan * Agri enterprise   1. Types of agri-enterprises * Crop products and services * Animal products and services   1. Importance of market scanning   2. Rapid market scanning   + Basic methods of data collection   + Basic methods of data analysis   + Market gap analysis   1.5 Business idea generation   * 1. Business model canvas for start ups | * Oral questions * Written test * Observation * Third party report * Projects * Case study |
| 1. Register agri enterprise | * 1. Legal and regulatory requirements for business registration   2. Business registration   + Manual   + Online   1. Business bank accounts   2. Benefits of bank accounts to small businesses   3. Types of bank accounts   4. Opening procedures and requirements   5. 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. Meaning and Purpose of SWOT analysis   2. Internal business analysis   + Strengths   + Weaknesses.   1. External business analysis   2. Opportunities   3. Threats   4. Developing business action plans based on the SWOT matrix. | * Oral questions * Written tests * Observation * Third party reports * Projects * Case study |
| 1. Develop agri-enterprise business plan | * 1. Development of Agri- enterprise objectives and long-term goals   2. Development of agri enterprise vision and mission statements   3. Identification of business location and form of ownership   4. Development of marketing plan   5. Development of production and operational plans   6. Development of management plan   7. Development of financial plan   8. Preparation of agri enterprise plan | * Oral questions * Written tests * Observation * Third party reports * Projects * Case study |
| 1. Prepare agri-enterprise budgets | 5.1Identification of agri-enterprise activities   * 1. Types of budgets   2. Cost allocation on materials and inputs   3. Budget preparation   4. Budgeting process for small enterprises   5. Drawing of work plan | * Oral questions * Written tests * Observation * Third party reports * Projects * Case study |
| 1. Mobilize agi- enterprise resources | * 1. Identification of types of resources * Physical resources * Financial resources * Human resources   1. Methods of resource mobilization * Personal finance * Loans * Friends and relatives * Venture capitalist * Subsidies and grants * Bootstrapping strategies * Utilization of agri-enterprise resources   6.3 Acquiring and utilizing agri enterprise resources | * Oral questions * Written tests * Observation * Third party reports * Projects * Case study |

**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 351 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 | 5 |
| 2. | Supervise agri-enterprise workers | 5 |
| 3. | Monitor production and processing activities | 10 |
| 4. | Manage agri-enterprise finances | 10 |
| 5. | Control agri enterprise risks | 5 |
| 6. | 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   1.2 Worker’s recruitment   * + Internal sources   + External sources   1.3 Worker’s selection process   * + Worker interviews   + Job offers and placement   + Terms of employment   (casual and contract)   * + Contract signing and termination   + Worker’s placement   1.4Identification of work engagement   * 1. Advertisement of worker recruitment positions   2. Conduction of recruitment interviews   3. 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 | 2.1 Worker’s supervision   * Importance of workers supervision * Levels of workers supervision * Qualities of a good supervisor   1. Reporting channels performance management * Tools for performance management * Steps in performance management * Performance monitoring and feedback * Effective management of meetings * Worker’s training and development * Conflict resolution * Worker’s motivation * Worker’s sanction and rewards   1. Tools for performance management   2. Steps in performance management   3. Performance monitoring and feedback * Effective management of meetings   1. Worker’s training and development * Conflict resolution * Worker’s motivation | * Oral * Written * Observation * Third party reports * Practical test * Case study |
| 1. Monitor production and processing activities | * 1. Importance of monitoring and evaluation   2. Key performance indicators for production and processing   3. Identification of regulatory authority measures   4. Documentation of task procedures and flow charts   5. Sourcing of raw materials in line with firms procurement   6. Checking of quality raw materials   7. Maintenance of stock levels   8. Production of product services   9. Waste control | * Oral * Written * Observation * Third party reports * Practical test * Case study |
| 1. Manage agri-enterprise finances | 4.1 Monitoring of agri- enterprise expenditure and income   * 1. Identification of Agribusiness liabilities   2. Analyzation of business gross margins   3. Business financial adjustment measures |  |
| 1. Control agri enterprise risks | * 1. Monitoring of agri- enterprise expenditure and income   2. Agribusiness liabilities   5.3 Analyzation of business gross margins   * 1. Business financial adjustment measures   2. Development of risk management plan   3. Sourcing of resources to implement risk management   4. Assessment of risk intervention 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
* **Recommended Resources for 25 Trainees**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category/Item** | **Description/specification** | **Quantity** | **Recommended ratio**  **(item: Trainee)** |
| Desktop computers/laptops |  | 25 | 1:1 |
| Internet connection |  |  |  |
| Projector  Printer |  | 1  1 | 1:25  1:25 |
| Invoice book |  | 1 | 1:25 |
| Well-equipped workshop |  | 1 | 1:25 |
| Mobile phones |  | 1 | 1:25 |
| Sample Business records |  | 1 | 1:25 |
| Workers contract templates |  | 1 | 1:25 |
| SOPs manuals |  | 1 | 1:25 |
| Learning guides |  | 5 | 1:5 |

# MARKETING AGRI-ENTERPRISE PRODUCTS AND SERVICES

**UNIT CODE:** 0811 341 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 | 5 |
| 5. | Sell agri-enterprise products and services | 5 |
| 6. | Monitor products and service performance | 10 |
| **Total** | | **50** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct market scan | * 1. Definition of terms   + Market   + Market scanning   1. Importance and role of market scanning   2. Data collection   3. Sampling   + Random sampling   + Stratified sampling   + Snowball   1. Tools for data collection   + Questionnaire   + Observation checklists   1. Data analysis   2. Measures of central tendency   3. Report Writing | * Oral questioning * Written tests * Observation * Third party reports * Practical test * Assignments |
| 1. Price products and services | * 1. Definition of terms (price, product, and service)   2. Characteristics of agri-enterprise products and services   3. Costing   + Direct costs   + Indirect costs   1. Pricing methods   2. Collection and analyzing of data | * Oral questioning * Written tests * Observation * Third party reports * Practical test * Case study * Assignments |
| 1. Select marketing channels | * 1. Definition of terms   2. Marketing channels for agri-enterprises   3. Types of channels   4. Advantages and disadvantages of specific marketing channels   5. 4Ps of marketing | * Oral questioning * Written tests * Observation * Third party reports * Practical test * Case study * Assignments |
| 1. Promote agri enterprise products and services | 4.1 Main features of agri enterprise products / services  4.2 Developing a product and service brand   * Requirements for registration of trademark / business name   1. Brand packaging / packing and labelling   2. Promotion mix   3. Methods of promotions      + Personal selling      + Advertising      + Sales promotion      + Direct marketing      + Publicity   4. Factors affecting choice of promotion mix   5. 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 | * 1. Role of the sales force   2. Sale process   3. 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   1. Features of simple contracts   2. Current trends in payments   3. Payments methods | * Oral questioning * Written tests * Observation * Third party reports * Practical test * Case study * Assignments |
| 1. Monitor products and service performance | 6.1Establishment of customer feedback system  6.2Obtain customer feedback   * 1. Continuous improvement of the product | * 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 341 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 | * 1. Definition of terms   + Quality standards   + Food safety   1. Importance of food safety   2. Types of safety standards   3. Food safety management institutions   4. Basic principles of food hygiene | * Oral * Written * Observation * Third party reports * Practical test * Case study * Assignments |
| 1. Maintain quality standard operating procedures | 2.1 Definition, meaning and importance of SOPs   * 1. Process of developing SOPs   2. Review and maintenance of SOPs in agri-enterprise   3. Improving quality using the Kaizen 5S model | * Oral * Written * Observation * Third party reports * Practical test * Case study |
| 1. Conduct quality-checks | * 1. Definitions of terms   3.2 Importance of quality checks   * 1. Types of quality checks * Pre-production * In-line / during production * Pre-shipment inspection PSI * Container loading supervision * Piece by piece inspection * Sample inspection   1. Quality check tools | * Oral * Written * Observation * Third party * Practical test * Case study * Assignments |
| 1. Carry out agri-enterprise products and services certification | * 1. Definition of terms   2. Sensitization of workers   3. Importance of Certification   4. Types of certifications   5. Certification bodies   6. Process of certification | * Oral * Written * Observation * Third party * Practical test * Case study * Assignments |
| 1. Respond to client feedback | * 1. Types of feedback   5.2Importance of feedback   * 1. Feedback mechanisms   2. 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 341 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 | * 1. Definition of terms   2. Importance of keeping records   3. Types of records:   + Production   + Sales   + Expenditure   + Inventory   1.4 Forms of records   * + Physical   + digital   1. Uses of the various records   2. Record keeping procedures | * Oral Questions * Written Test * Observation * Third party * Practical test * Case study * Assignment |
| 1. Record agri-enterprise data | 2.1Sources of agri-enterprise data.   * 1. Steps in data capture   2. Recording data in simple templates   + Financial templates     - Ledgers     - Cash books     - Profit and loss statements     - Balance sheet   + Production templates     - Yield     - Weekly timesheets   1. Data verification and validation | * Oral Questions * Written Test * Observation * Practical test * Case study * Project work |
| 1. Prepare agri-enterprise reports | * 1. Analyzation of data records   2. Types of agri enterprise reports * Sales reports * Weekly timesheet reports * Production report   1. Selection of business report formats   2. Report preparation | * Oral Questions * Written Test * Observation * Third party * Practical test * Case study * Assignments |
| 1. Maintain agri-enterprise records | 4.1Importance of storage/record retention   * Records storage devices:   4.2 Digitization of records  4.3 Identification of Sensitive documents  4.4 Establishment of trigger points  4.5 Submission of reports  4.6 Reviewing of enterprise performance | * 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

# MODULE II

# AGRI-ENTERPRISE BUSINESS PLAN DEVELOPMENT

**UNIT CODE:** 0811 341 06 A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Develop agri-enterprise business plan.

**Duration of Unit:** 40 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, assessing agri-enterprise business plan and completing development of agri-enterprise business plan.

**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. | Prepare to develop agri-enterprise business plan. | **10** |
| 2. | Develop agri-enterprise business plan | **10** |
| 3. | Evaluate agri-enterprise business plan | **10** |
| 4. | Complete development of agri-enterprise business plan | **10** |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to develop agri- enterprise business plan | * 1. Definition of Agripreneur and business plan   2. Introduction * Selection of markets * Type of Customers * Type of products * Marketing channels * Market mix (4Ps, 2Cs)   1. Conducting Basic market and feasibility studies * Basic data collection * Data entry * Basic data analysis * SWOT analysis   1. Basic accounting principles * Budgeting * Cash book * Profit and loss calculation   1. Basic procurement principles * Accountability * Fairness * Relevant laws | * Written tests * Oral questions * Third party reports |
| 1. Develop agri-enterprise business plan | * 1. Types and categories of agri business e.g. formal or informal MSME, SMEs   2. Basic value chain analysis   3. Mapping and linkages   4. Elements of a business plan   5. Development of small enterprise business plan. | * Written tests * Oral questions * Third party reports |
| 1. Assess agri-enterprise business plan | 3.1Business management principles   * 1. Parameters for assessing viable business | * Written tests * Oral questions * Third party reports |
| 1. Complete development of agri-enterprise business plan | * 1. Documentation of the process e.g. * Data collection tools * Photos * Collected data   1. Elements of the Report e.g. * Introduction * Objectives * Outcomes * Main body * Conclusions | * Written tests * Oral questions * Third party reports |

**Suggested Methods of instruction**

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

**Recommended Resources**

* Business planning template
* Value chain template
* Financial planning template
* Cash flow analysis
* Profit and loss chart

# SMALL AGRI-ENTERPRISE OPERATION

**UNIT CODE:** 0811 341 07 A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to operate a small agri-enterprise. It involves developing an entrepreneurial culture, preparing to start agrienterprise, operating a small business, assessing agri-enterprise start up and operational processes and completing starting agri enterprise

**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. | Develop agripreneural culture | 10 |
| 2. | Prepare to start agri-enterprise | 5 |
| 3. | Implement Agri-enterprise start up processes | 5 |
| 4 | Operate a small business | 5 |
| 5. | Assess agri-enterprise start up and operational processes | 10 |
| 6. | Complete starting agri enterprise | 5 |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Develop agripreneural culture | 1.1Concept of Agripreneurship  1.2 Common terminologies in Agripreneurship  1.3 Agripreneurship in National development   * 1. Agripreneurship and employment creation   1.5 Formal and informal employment  1.6 Agripreneural culture   * + - Attitude     - Innovation     - Risk taker   1.7 How, why, when and who to be an agripreneural   * 1. Habits that promote agripreneural   1.9 History and development of Agripreneurship  1.10 Factors that inhibits Agripreneurship  1.11 Managing factors that inhibit Agripreneurship development | * Written tests * Oral questions * Third party reports |
| 1. Prepare to start agri-enterprise | * 1. Types of agripreneurs and characteristics   2. Identification of **sources of business ideas and** generation of business ideas   3. Evaluation of business opportunities   4. Match competencies with business opportunity | * Written tests * Oral questions * Third party reports |
| 1. Implement Agri-enterprise start up processes | * 1. Factors to consider when starting a small business   2. Forms of business ownership   3. Procedure of starting a small business   4. Challenges faced when starting a small business   5. Resource requirements for a small business   6. Business life cycle | * Written tests * Oral questions |
| 1. Operate a small business | 4.1Definition of terms  4.2 Maintenance of small business records   * 1. Set up of business support services   2. Effect of marketing activities   3. Running of small business resources   4. Record keeping of small business   5. Application of word processing concepts   6. Application of basic computer software and emerging trends and concerns | * Written tests * Oral questions * Third party reports |
| 1. Assess agri-enterprise start up and operational processes | 5.1 Assesment of Agripreneural start up operating processes   * 1. Review of Agripreneural Operating processes | * Written tests * Oral questions |
| 1. Complete starting agri-enterprise | * 1. Preparation of Agripreneural start up and operational report | * Written tests * Oral questions * Third party reports |

**Suggested Methods of instruction**

* Demonstration by trainer
* Field trips
* Discussions
* Direct instruction
* Role play
* Guided questions
* Case studies
* Mentorship program
* Apprenticeship

**Recommended Resources**

* Case studies for small businesses
* Writing materials
* Telephone /mobile phones.

# AGRI-ENTERPRISE PRODUCTS AND SERVICES MARKETING

**UNIT CODE:** 0811 341 08 A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to market agricultural products and services. It involves preparing for marketing of agri-enterprise products and services, executing marketing of agri-enterprise products and services, establishing customer feedback mechanism, completing marketing of agri-enterprise 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. | Prepare to market agri-enterprise products/services | 10 |
| 2. | Market agri-enterprise products/ services | 20 |
| 3. | Establish and respond to customer feedback | 10 |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare for marketing of agri-enterprise products and services | * 1. Types of various agricultural products   e.g. commodities, value added products   * 1. Types of agricultural Services   e.g. Artificial insemination services transportation   * 1. Types of feasibility studies * Market survey * Quick scan * Appraisal * Interviews   1. Basic economic principles in Agripreneurship * Nature of products * Seasonality * Demand and supply * Business competitors * Pricing * Legal and regulatory framework Agricultural Act, County government by-laws, Environment Management and coordination Act. | * Written tests * Oral questions * Third party reports |
| 1. Market Agri-enterprise products and services | * 1. Developing a product brand   2. Packaging/ packing and labelling   3. Product launch   4. Distribution channels   5. Promotion and advertisements   6. Financial records   7. Basic marketing strategy development   8. Product penetration | * Written tests * Oral questions * Third party reports |
| 1. Establish and respond to customer feedback | * 1. Customer satisfaction surveys * Data collection * Data analysis   1. Product improvement and innovation | * Written tests * Oral questions * Third party reports |

**Suggested Methods of instruction**

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

**Recommended Resources**

* Report writing
* Case studies

# AGRIPRENEURAL OPERATIONS SUPERVISION

**UNIT CODE:** 0811 341 09 A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to successfully supervise agripreneural operations; it involves preparation of agripreneural operations work plans, implementation of policies and procedures, record keeping, risk mitigation and assessing these operations.

**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. | Prepare to supervise agripreneural operations | 10 |
| 2. | Supervise agripreneural operations | 10 |
| 3. | Evaluate supervision of agripreneural operations | 10 |
| 4. | Complete supervision of agripreneural operation | 10 |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to supervise agripreneural operations | * 1. Definition of work-plan   2. Preparation of work plans   3. Five helpers- What, why, when. For whom, and How.   4. Business policies and procedures   5. Team formation   6. Conflict resolution | * Written tests * Oral questions * Third party reports |
| 1. Supervise agripreneural operation | * 1. Production process   2. Product quality and quantity   3. Quality assurance   4. Good Manufacturing Practices (GMP)   5. Risk management   6. Types of risks   7. Risk Mitigations   8. Types of agripreneural records | * Written tests * Oral questions * Third party reports |
| 1. Evaluate supervision of agripreneural operations | * 1. Basic Monitoring and Evaluation   2. Defining assessment indicators   3. Developing measurable indictors   4. Conducting assessment | * Written tests * Oral questions * Third party reports |
| 1. Complete supervision management of agri enterprise | * 1. Developing an assessment report   2. Elements of the reports   3. Change management   4. Steps on change management   5. Process evaluation | * Written tests * Oral questions |

**Suggested Methods of instruction**

* Project
* Demonstration by trainer
* Field trips
* Discussions
* Direct instruction
* Role play

**Recommended Resources**

* Reporting templates
* Work-plans
* Ledger books
* Cash books

# AGRICULTURAL PRODUCTS AND SERVICES ONLINE MARKETING

**UNIT CODE:** 0811 341 10 A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Market agricultural products/services on-line.

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to market agricultural products/services online. It involves preparing for marketing products online, selling agricultural products online, evaluating product online marketing and complete marketing product online.

**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. | Prepare for marketing products online | 10 |
| 2. | Sell agricultural products/services on line | 10 |
| 3. | Evaluate product/service online marketing | 10 |
| 4. | Complete marketing product/service online | 10 |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare for Marketing products and services online | * 1. Computers and computer packages   2. ICT and ICT applications   3. Use of internet   4. Agripreneural online template development   5. Data collection for online marketing   6. Online platform * Design * Licensing and user right * Advertisements * Branding | * + Written tests   + Oral questioning   + Third party reports |
| 1. Sell agricultural product and services online | * 1. Agripreneur Products repacking   2. Online Communication   3. Social media and apps   4. Usage of mobile phones and mobile phone applications   5. Networking   6. Online quality assurance | * + Written tests   + Oral questioning   + Third party reports |
| 1. Evaluate products and services online marketing | * 1. Customer satisfaction survey * Questionnaire development * On line data collection * Data analysis   1. Response to customer needs   2. ICT System assessment | * + Written tests   + Oral questioning   + Third party reports |
| 1. Complete marketing products and services online | * 1. Developing an assessment report * Elements of the reports * Process of developing the report   1. Change management   + Definition   + Steps on change management   1. Process evaluation | * + Written tests   + Oral questioning   + Third party reports |

**Suggested Methods of instruction**

* Project
* Demonstration by trainer
* Discussions
* Direct instruction

**Recommended Resources**

* + Software installation manuals
* Computers (desktops and laptops)
* Internet network
* Internet network infrastructure
* Smartphones
* GPS devices
* Applications software
* Satelite mapping software