

**REPUBLIC OF KENYA**

**COMPETENCY- BASED MODULAR CURRICULUM**

**FOR**

**AGRIPRENEURSHIP**

**KNQF LEVEL 5**

**PROGRAMME ISCED CODE: 08110454A**

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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 Agricultural 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 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 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

AP Agriprenuership

CBET Competency Based Education and Training

GPS Global Positioning System

OS Occupational Standard

TVETA Technical and Vocational Education and Training Authority

**KEY TO ISCED UNIT CODE**



# COURSE OVERVIEW

Agripreneurship level 5 qualification consists of competencies that an individual must have to operate an agri-enterprise. It involves 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 5 Qualification include the following:

**SUMMARY OF UNITS OF LEARNING**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ISCED CODE** | **UNIT OF COMPETENCY** | | **UNIT CATEGORY** | | **UNIT DURATION** | **CREDIT FACTOR** |
| **MODULE I** | | | | | | |
| 0811 451 01A | Agri-enterprise establishment | | CORE | | 50 | 5 |
| 0811 451 02A | Agri-enterprise operation | | CORE | | 50 | 5 |
| 0811 451 03A | Marketing Agri-enterprise products and services | | CORE | | 50 | 5 |
| 0811 451 04A | Products and services quality maintenance | | CORE | | 30 | 3 |
| 0811 451 05A | Agri-enterprise record keeping | | CORE | | 40 | 4 |
| **TOTAL HOURS** | | | | | **220** | **22** |
| **MODULE II** | | | | | | |
| 0811 454 06A | Agri-enterprise business plan development I | | CORE | | 50 | 5 |
| 0811454 07A | Small Agri-enterprise operation | | CORE | | 50 | 5 |
| 0811 451 08A | Agri-enterprise products and services marketing I | | CORE | | 50 | 5 |
| 0811 451 09A | Agripreneurial operations supervision | | CORE | | 50 | 5 |
| 0811 451 10A | Agricultural products and services online marketing | | CORE | | 60 | 6 |
| **TOTAL HOURS** | | | | | **260** | **26** |
| **MODULE III** | | | | | | |
| 0611 451 01A | | Digital literacy | | BASIC | 40 | 4 |
| 0031 451 02A | | Communication skills | | BASIC | 40 | 4 |
| 0811 451 12A | | Agri-Enterprise Starting | | CORE | 150 | 15 |
| **TOTAL HOURS** | | | | | **230** | **23** |
| **MODULE IV** | | | | | | |
| 0223 441 03A | | Work Ethics and Practices | | BASIC | 40 | 4 |
| 0811 451 14A | | Application of ICT in Agri-Enterprise | | CORE | 180 | 12 |
| **TOTAL HOURS** | | | | | **220** | **22** |
| **SUB TOTAL** | | | | | **930** | **93** |
| **INDUSTRIAL ATTACHMENT** | | | | | **480** | **48** |
| **GRAND TOTAL** | | | | | **1410** | **141** |

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE) mean grade D+ or D plain or KCE Div. IV or completion of KNQF level 4

Or

1. Equivalent qualification as determined by TVET Authority.

**Trainer Qualification**

A trainer for any of the units of competency in this course must:

1. A trainer for this course must have at least a level 6 in Agriprenuership, or any other related qualification.
2. Licensed by TVETA.

**Industry Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 480 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. During summative assessment basic and common units may be integrated in the core units or assessed as discrete units.
4. Theoretical and practical weighting for each unit of learning shall be as follows:
5. 10:90 for units in module I and II
6. 30:70 for units in module III and module IV
7. Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score

For a candidate to be declared competent in a unit of competency, the candidate must meet the following conditions:

1. Obtained at least 40% in theory assessment in formative and summative assessments.
2. Obtained at least 60% in practical assessment in formative and summative assessment where applicable.
3. Obtained at least 50% in the weighted results between formative assessment and summative assessment where the former constitutes 60% and the latter 40% of the overall score.
4. 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 core Unit of Competency. To be issued with Kenya National TVET Certificate in Agriprenuership Level 5, 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 454 01A**

**Relationship to Occupational Standards**

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

**Duration of Unit:** **50 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. | Develop agri-enterprise business plan | 10 |
| 5. | Prepare agri-enterprise budgets | 5 |
| 6. | Mobilize Agri-enterprise resources | 5 |
| **Total** | | **50** |

**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)
* **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 |
| Note books, pens |  | 1 | 1:25 |

**AGRI-ENTERPRISE OPERATION**

**UNIT CODE:** **0811 454 02A**

**Relationship to Occupational Standards**

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

**Duration of Unit:** **50 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 | 10 |
| 3. | Monitor production and processing activities | 10 |
| 4. | Manage agri-enterprise finances | 10 |
| 5. | Control agri enterprise risks | 10 |
| 6. | Maintain agri-enterprise stakeholder relationships | 5 |
| **Total** | | **50** |

**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 454 03A**

**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
* **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 |
| Sample contract |  | 1 | 1:25 |
| Marketing materials for production promotion |  | 1 | 1:25 |
| Learning guides |  | 5 | 1:5 |

**PRODUCTS AND SERVICE QUALITY MAINTENANCE**

**UNIT CODE:** **0811 454 04A**

**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
* **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 |
| Quality check charts |  | 1 | 1:25 |

**AGRI-ENTERPRISE RECORD KEEPING**

**UNIT CODE:** **0811 454 05A**

**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
* **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 |
| Quality check charts |  | 1 | 1:25 |
| Learning guides |  | 5 | 1:5 |
| Ledger books |  | 1 | 1:5 |
| Flip charts |  | 1 | 1:25 |
| Rulers |  | 1 | 1:5 |
| Registers |  | 1 | 1:25 |

# MODULE II

# AGRI-ENTERPRISE BUSINESS PLAN DEVELOPMENT

**UNIT CODE:** 0811 451 06 A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 50 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 | 20 |
| 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: 0811454 07A**

**Relationship to Occupational Standards**

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

**Duration of Unit: 50 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 | 6 |
| 2. | Prepare to start agri-enterprise | 4 |
| 3. | Implement Agri-enterprise start up processes | 6 |
| 4 | Operate a small business | 6 |
| 5. | Assess agri-enterprise start up and operational processes | 6 |
| 6. | Complete starting agri enterprise | 12 |
| **Total** | | **50** |

**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 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 |
| Mobile phones |  | 1 | 1:25 |
| Sample Business records |  | 1 | 1:25 |
| Case studies |  | 1 | 1:25 |

# 

# AGRI-ENTERPRISE PRODUCTS AND SERVICES MARKETING

**UNIT CODE: 0811 454 08A**

**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 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 | 20 |
| 2. | Market agri-enterprise products/ services | 20 |
| 3. | Establish and respond to customer feedback | 10 |
| **Total** | | **50** |

**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 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 |

# AGRIPRENEURAL OPERATIONS SUPERVISION

**UNIT CODE: 0811 454 09A**

**Relationship to Occupational Standards**

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

**Duration of Unit:** 50 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 | 20 |
| 3. | Evaluate supervision of agripreneural operations | 10 |
| 4. | Complete supervision of agripreneural operation | 10 |
| **Total** | | **50** |

**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 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 |
| Reporting templates |  | 1 | 1:25 |
| Sample Business records |  | 1 | 1:25 |
| Case studies |  | 1 | 1:25 |
| Ledger books |  | 1 | 1:25 |
| Cash books |  | 1 | 1:25 |

# AGRICULTURAL PRODUCTS AND SERVICES ONLINE MARKETING

**UNIT CODE:** **0811 454 10A**

**Relationship to Occupational Standards**

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

**Duration of Unit:** **50 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 | 20 |
| 3. | Evaluate product/service online marketing | 10 |
| 4. | Complete marketing product/service online | 10 |
| **Total** | | **50** |

**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 |
| 2. 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 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 |
| Software installation manuals |  | 1 | 1:25 |
| Sample Business records |  | 1 | 1:25 |
| Smartphones |  | 1 | 1:25 |
| GPS device |  | 1 | 1:25 |
| Application software |  | 1 | 1:25 |
| Satelite mapping software |  | 1 | 1:25 |

# MODULE III

# DIGITAL LITERACY

**UNIT CODE: 0611 451 02A**

**DURATION OF UNIT: 40 HOURS**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Digital Literacy**

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy. It involves operating computer devices, solving tasks using the Office suite, accessing online/offline data and information, performing online communication and collaboration, applying cybersecurity skills and performing jobs online. It also involves applying job entry techniques.

**Summary of Learning Outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
|  | Operate computer devices | 6 |
|  | Solve task using office suite | 14 |
|  | Manage data and information | 6 |
|  | Apply cyber security skills | 4 |
|  | Online collaboration and communication | 4 |
|  | Perform online jobs | 4 |
|  | Apply job entry techniques | 2 |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Operate computer devices | **Theory**   * 1. Computer devices      1. Definition of terms         1. Digital literacy         2. Computer systems         3. Information communication technology (ICT)      2. Importance of Information and Communication Technology      3. Functions and uses of computers      4. History of computers      5. Classifications of computers      6. Components of computer system      7. Computer Hardware         1. System unit         2. Input devices         3. Output devices         4. Storage Devices         5. Computer ports      8. Computer software         1. Classifications of computer software.         2. Operating system functions      9. Booting a computer      10. Mouse use techniques      11. Keyboard parts and uses techniques      12. Desktop customization      13. Files and folders management using operating system      14. Computer internet connection          1. Mobile networks/data plans          2. Wireless hotspots          3. Cabled (Ethernet/fibre)          4. Dial-Up          5. Satellite      15. Computer external devices          1. Device connections          2. Device controls (volume controls and Display properties)   **Practice**   * 1. Identify, assemble and connect the computer components listed in 1.1.7.      1. Computer hardware         1. System unit         2. Input devices         3. Output devices         4. Storage devices      2. Boot a computer according to booting standards/procedures      3. Customize desktop      4. Manage files and folders | * Written assessment * Practical assessment * Interviews/ Oral questions |
| 1. Solve tasks using office suite | * 1. Microsoft Office Suite      1. Word processing concepts         1. Examples of Word processing         2. Importance of Word processing      2. Working with word documents         1. Opening and closing word processor Create a new document         2. Save a document         3. Switch between open documents      3. Microsoft word screen layout         1. Set basic options/preferences         2. Help resources         3. Use of magnification/zoom tools         4. Display, hide built in tool bar         5. Using navigation tools      4. Creating word document         1. Editing a document         2. Formatting a document         3. Formatting text         4. Formatting paragraphs         5. Formatting page/document      5. Creating and editing tables         1. Editing of tables      6. Formatting tables         1. Border and shadings         2. Adjusting column width and row heights         3. Changing text direction      7. Inserting graphical objects         1. Edit and format an object      8. Mail merging      9. Document print set up         1. Print preview         2. Page layout         3. Paper size         4. Orientation      10. Printing a document   2. Spreadsheets concepts      1. Electronic spreadsheets      2. Importance of electronic spreadsheets      3. Components of spreadsheets      4. Applications areas of spreadsheets      5. Creating worksheets using Microsoft Excel         1. Parts of MS Excel Window         2. Cell data types         3. Cell referencing         4. Block operations         5. Arithmetic operators      6. Data manipulation         1. Basic functions and formulae         2. Database functionalities            1. Sorting data            2. Filtering data            3. Sub-totals      7. Editing a worksheet      8. Formatting a worksheet      9. Visual representation using charts      10. Worksheet printing   3. Electronic presentations      1. Meaning and importance of electronic presentations      2. Examples of an electronic presentations      3. Application areas of electronic presentation.      4. Creating presentations using Microsoft PowerPoint         1. Parts of MS PowerPoint Window         2. Open and close presentation         3. Creating slides         4. Text management         5. Use of magnification tools         6. Switch between open presentations      5. Developing a presentation         1. Presentation views         2. Slides         3. Master slide      6. Text         1. Editing text         2. Formatting text      7. Charts         1. Using charts         2. Organizational charts      8. Graphical objects         1. Insert, and manipulate object         2. Insert tables         3. Draw an object      9. Outputs preparation         1. Apply slides effects and transitions         2. Check and deliver         3. Spell check a presentation         4. Slide orientation         5. Slide shows navigation      10. Print presentations (slides and handouts)  1. **Practice**     1. Create Word document,       1. Insert header and footer       2. Apply document editing techniques       3. Apply formatting tools       4. Format page       5. Insert tables, graphical objects and charts.       6. Save the changes to be printed out later.    2. Create a workbook in Microsoft Excel       1. Use basic formulae and functions to perform calculations       2. Use editing tools such as deleting entries, insert row and columns, copying, moving, finding, replace and spell checking       3. Format the worksheet       4. Generate charts       5. Save and print Workbook    3. Create PowerPoint presentation slides       1. Edit and format texts and paragraphs       2. Insert objects, images, shapes and charts       3. Apply predefined PowerPoint theme       4. Add slide animations and transition effects       5. Deliver presentations | * Written assessment * Practical assessment * Oral assessment * Project |
| 1. Manage data and information | **Theory**   1. Data and Information    * 1. Definition of terms      2. Importance and uses of data and information      3. Computer networks         1. Meaning and types of computer networks      4. Meaning of internet         1. Internet connectivity requirements         2. Internet Service Providers      5. Types of internet services         1. Communication services         2. Information services         3. File transfer         4. Worldwide webs services         5. E –commerce         6. Newsgroup      6. Types Internet access applications         1. Email Client         2. Web browser         3. Internet of things         4. Internet Protocol      7. Web browsing concepts         1. Key concepts         2. Security and safety      8. Web browsing         1. Using web browser         2. Tools and settings         3. Clearing cache and cookies         4. Uniform Resource Locator         5. Bookmarks         6. Web outputs      9. Web based search         1. Search         2. Critical evaluation of information         3. Copyright, data protection      10. Downloads Management      11. Performing Digital Data      12. Backup (Online and Offline)      13. Emerging issues in internet   **Practice**   * 1. Establish an internet connection      1. Open a web browser application allow/block cookie      2. Add bookmarks/ favourites      3. Download files to a location      4. Copy URLs from a web page to another   2. Use search engine to find information | * Written assessment * Oral assessment * Practical assessment |
| 1. Perform online communication and collaboration | **Theory**   * 1. Communication and collaboration      1. Netiquette principles      2. Communication concepts         1. Online communities         2. Communication tools      3. Email concepts         1. importance of effective email         2. email types and their purposes (personal, professional)      4. Electronic Mail         1. Sending E-mail         2. Receiving E-mail         3. Tools and settings         4. Organizing E-mail      5. Digital content copyright and licenses      6. Online collaboration tools         1. Benefits and challenges of online collaboration tools         2. Online storage and productivity            1. Google Drive            2. Dropbox            3. iCloud Drive         3. Online meetings         4. Online learning environment         5. Online calendars (google calendars)         6. Social networks (Facebook/Twitter/setting)      7. Preparation for online collaboration         1. Common set up feature         2. set up      8. Mobile collaboration         1. Key concepts         2. Mobile devices  1. 4.1.7.2 Key types of Mobile Devices    * + 1. Applications        2. Synchronization           1. key aspects of synchronization   **Practice**   * 1. Participate in online communities   2. Download software to support online collaboration tools   3. Upload, download, delete online files/folders   4. Create and send an E-mail   5. Set up an online meeting, share the agenda, and follow up afterward.   6. Share files in an online meeting   7. Install an application on a mobile device   8. Synchronize mobile devices with mail, calendar, other devices |  |
| 1. Apply cybersecurity skills | **Theory**   * 1. Data protection and privacy      1. Introduction to cybersecurity      2. Data security core principles         1. Data confidentiality         2. data integrity         3. data availability      3. Internet security threats         1. malware attacks         2. phishing and social engineering         3. distributed and denial of service         4. password attacks         5. Man-in –the –Middle attack (MitM)         6. Cloud and Internet of Things attacks      4. Computer threats and crimes         1. Environmental threats to computers and information systems         2. Physical threats to computer            1. Theft of hardware            2. Hardware failure            3. Unauthorized access to physical components of a computer system            4. Power surges and outages      5. Computer crimes         1. Types of computer crimes         2. Detection and protection against computer crimes      6. Cybersecurity control measures         1. Physical controls         2. Technical/logical (passwords, pins, biometrics)         3. Operational controls      7. Policies and Laws governing protection of ICT in Kenya         1. The computer Misuse and Cybercrimes Act No.5 of 2018         2. The Data Protection Act No. 24 of 2019   **Practice**   * 1. Create password and biometrics to prevent unauthorized access   2. Use Anti-virus   3. Apply file security   4. Backup data | * Written assessment * Oral assessment * Practical assessment |
| 1. Perform online jobs | **Theory**   1. Online jobs    * 1. Types of online jobs      2. Online job platforms         1. Remotask         2. Cloud worker         3. Data annotation tech         4. Freelance         5. Indeed         6. Oneforma         7. Appen      3. Online account and profile management         1. Types of online accounts and profiles         2. Creating online accounts         3. Managing profiles      4. Online job bidding identification         1. Benefits of online biding         2. Examples of online bidding      5. Online digital identity      6. Executing online task         1. Executing online task effectively      7. Management of online payment accounts         1. Types of online payment accounts         2. Online payment process         3. Steps for effective management   **Practice**   * 1. Search online jobs platforms   2. Create an online account      1. Setup profile      2. Identify online job bidding      3. Create new project | * Written assessment * Oral assessment * Practical assessment * Project |
| 1. Apply job entry techniques | **Theory**   * 1. Job Entry Techniques      1. Types of job opportunities         1. Self-employment         2. Salaried employment         3. Service provision         4. Product development      2. Sources of job opportunities (websites      3. Functional writings         1. Resumes/CV building with word processing tools         2. Crafting effective Cover letters      4. Digital portfolios         1. Academic credentials         2. References and testimonials            1. letter of commendations         3. Certification participations         4. Awards and decorations      5. Interview skills         1. Introduction to interview            1. Virtual interviews            2. Phone interviews            3. Recorded video responses         2. Preparing for virtual interview            1. Setting up your space (quiet environment, background, lighting)            2. Technical readiness (internet connection, camera, microphone)         3. Professional presence on camera            1. Body language (posture, eye contact)            2. Clear and confident communication            3. Grooming for a virtual environment         4. Digital etiquette for virtual interviews            1. Time management (logging in early and checking connections)            2. Muting/unmuting appropriately            3. Handling technical issues            4. Using chat features for technical issues            5. Closing the interview/meeting (thank the interviewer and log out promptly)   **Practice**   * 1. Create a resume and cover letters   2. Using a platform Google site build a portfolio that highlights projects, skills, and accomplishments | * Written Assessment * Practical assessment * Oral assessment * Portfolio of evidence |

**Suggested Methods of Instruction**

* Demonstration by the trainer
* Practical work by trainees
* Viewing of related videos
* Case study
* Role playing
* Project
* Group discussions
* Direct instruction

**Recommended Resources for 25 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks |  | 5 pcs | 1:5 |
|  | Charts |  |  |  |
|  | PowerPoint presentations | For trainer’s use |  |  |
|  | Whiteboard |  | 1 |  |
|  | Assorted color of whiteboard markers |  |  |  |
|  | Printers |  | 2 |  |
|  | External storage media |  |  |  |
|  | Projector |  | 1 |  |
|  | Whiteboard |  | 1 |  |
|  | Smart board/ Smart TV (where applicable) |  |  |  |
| **B** | **Learning Facilities & infrastructure** |  |  |  |
|  | Lecture/theory room | Size?? | 1 | 1:25 |
|  | Projector |  | 1 |  |
|  | Telephone |  |  |  |
|  | samples of CV |  | 5 |  |
|  | Assorted Flash Cards |  | 25 |  |
|  | Site | Size? | 1 | 1:25 |
| **C** | **Consumable materials** |  |  |  |
|  | Printing Papers |  |  |  |
|  | Assorted color of whiteboard marker |  |  |  |
| **D** | **Tools and Equipment** |  |  |  |
|  | Desktop computers/laptops with the following software:   1. Windows /Linux/Macintosh Operating System 2. Microsoft Office Software 3. Google Workspace Account 4. Antivirus Software |  | 15 pcs |  |
|  | Internet connection | For trainer’s use |  |  |
|  | Rolls flip charts | For trainer’s use | 1 | 1:1 |
|  | Assorted Flash Cards | For trainer’s use | 1 | 1:1 |
|  | Telephone | For trainer’s use | 1 | 1:1 |

# COMMUNICATION SKILLS

**UNIT CODE: 0031 451 01A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Communication Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to apply communication skills. It involves applying communication channels, written, non-verbal, oral, and group communication skills.

**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. | Apply communication channels | 10 |
| 2. | Apply written communication skills | 12 |
| 3. | Apply non-verbal communication skills | 4 |
| 4. | Apply oral communication skills | 4 |
| 5. | Apply group communication skills | 10 |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment**  **Methods** |
| 1. Apply  communication channels | * 1. Communication process   2. Principles of effective communication   3. Channels/medium/modes of communication   4. Factors to consider when selecting a channel of communication   5. Barriers to effective communication   6. Flow/patterns of communication  1. Sources of information 2. Organizational policies | * Oral questions * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 2. Apply written communication skills | * 1. Types of written communication   2. Elements of communication   3. Organization requirements for written communication | * Oral assessment * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 3. Apply non-verbal communication skills | * 1. Utilize body language and   3.2 Nonverbal communication techniques | * Oral assessment * Written assessment |

|  |  |  |
| --- | --- | --- |
|  | 3.3Apply body posture   * 1. Apply workplace dressing code | * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 4. Apply oral communication skills | * 1. Types of oral communication pathways   2. Effective questioning techniques   3. Workplace etiquette   4. Active listening | * Oral assessment * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 5. Apply group discussion skills | * 1. Establishing rapport   2. Facilitating resolution of issues   3. Developing action plans   4. Group organization techniques   5. Turn-taking techniques   6. Conflict resolution techniques   7. Team-work | * Oral assessemnt * Written assessment * Observation * Portfolio of Evidence * Practical assessment |

**Suggested Methods of Instruction**

* + Discussion
  + Roleplaying
  + Simulation
  + Direct instruction
  + Demonstration
  + Field trips

**Recommended Resources for 25 trainees**

|  |  |  |
| --- | --- | --- |
| General Resources | Tools and  Equipment | Materials and Supplies |
| * 25 Desktop computers/laptops | Mobile phones | Flashcards |
| * Internet connection |  | Flip charts |
| * 1 Projector * 1 Printer |  | 2 packets of assorted colors of whiteboard  marker pens |
| * 1 Whiteboard |  | Printing papers |
| * Report writing templates |  |  |

# AGRI-ENTERPRISE STARTING

**UNIT CODE: 0811 454 11A**

**Relationship to Occupational Standards**

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

**Duration of Unit: 150 hours**

**Unit Description**

This unit specifies the competencies required to start an Agri-enterprise. Prepare to start agri-enterprise, implementing agri-enterprise operations, evaluating agri-enterprise 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. | Prepare to start agri- enterprise | 50 |
| 2. | Implement Agri- enterprise start up processes | 60 |
| 3. | Evaluate agri-enterprise start up process | 20 |
| 4. | Complete starting agri- enterprise | 20 |
| **Total** | | **150** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to start agri-enterprise | * 1. Feasibility study   2. SWOT analysis   3. Value chain analysis   4. Business services   5. Financial management   6. Human resources management   7. Legal and regulatory framework   8. Production processes   9. Enterprise requirements | * Written tests * Oral questions * Third party report |
| 2. Implement agri- enterprise operations | * 1. Human resource requirement   2. Production of products and raw materials   3. Production process   4. Marketing of products   5. Financial services   6. Business services   7. Financial management   8. Business records   9. Human resources management | * Written tests * Oral questions * Third party report |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| 3. Evaluate agri- enterprise business plan | * 1. Monitoring and evaluation   2. Enterprise performance appraisal   3. Customer feedback   4. Business plan targets   5. Operational plans | * Written tests * Oral questions * Third party report |
| 4. Complete starting agri-enterprise | * 1. Activity reporting   2. Financial reporting   3. Review of plans, strategies or targets   4. Product improvement and   innovation | * Written tests * Oral questions |

**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

# MODULE IV

# WORK ETHICS AND PRACTICES

**UNIT CODE:** 0417 451 03A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply work ethics and practices.

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves the ability to: conduct self-management, promote ethical work practices and values, promote teamwork, manage workplace conflicts, maintain professional and personal development, apply problem-solving, and promote customer care.

**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. | Apply self-management skills | 10 |
| 2. | Promote ethical work practices and values | 4 |
| 3. | Promote Team work | 10 |
| 4. | Maintain professional and personal development | 10 |
| 5. | Apply Problem solving skills | 4 |
| 6. | Promote Customer Care | 2 |
| **Total** | | **40** |

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Apply Self-Management Skills | 1. Self-awareness 2. Formulating personal vision, mission, and goals 3. Healthy lifestyle practices 4. Strategies for overcoming work challenges 5. Emotional intelligence 6. Coping with Work Stress. 7. Assertiveness versus aggressiveness and passiveness 8. Developing and maintaining high self-esteem 9. Developing and maintaining positive self-image 10. Time management 11. Setting performance targets 12. Monitoring and evaluating performance targets | * Practical * Project * Third party report * Portfolio of evidence * Written tests * Oral questioning |
| 1. Promote Ethical Work Practices And Values | 1. Integrity 2. Core Values, ethics and beliefs 3. Patriotism 4. Professionalism 5. Organizational codes of conduct 6. Industry policies and procedures | * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Promote Teamwork | 1. Types of teams 2. Team building 3. Individual responsibilities in a team 4. Determination of team roles and objectives 5. Team parameters and relationships 6. Benefits of teamwork 7. Qualities of a team player 8. Leading a team 9. Team performance and evaluation 10. Conflicts and conflict resolution 11. Gender and diversity mainstreaming 12. Developing Healthy workplace relationships 13. Adaptability and flexibility 14. Coaching and mentoring skills | * Practical * Project * Third party report * Portfolio of evidence * Written tests * Oral questioning |
| 1. Maintain Professional and Personal Development | 1. Personal vs professional development and growth 2. Avenues for professional growth 3. Recognizing career advancement 4. Training and career opportunities 5. Assessing training needs 6. Mobilizing training resources 7. Licenses and certifications for professional growth and development 8. Pursuing personal and organizational goals 9. Managing work priorities and commitments 10. Dynamism and on-the-job learning | * Practical * Project * Third party report * Portfolio of evidence * Written tests * Oral questioning |
| 1. Apply Problem-Solving Skills | 1. Causes of problems 2. Methods of solving problems 3. Problem-solving process 4. Decision making 5. Creative thinking and critical thinking process in development of innovative and practical solutions | * Practical * Project * Third party report * Portfolio of evidence * Written tests * Oral questioning |
| 1. Promote Customer Care | 1. Identifying customer needs 2. Qualities of good customer service 3. Customer feedback methods 4. Resolving customer concerns 5. Customer outreach programs 6. Customer retention | * Practical * Project * Third party report * Portfolio of evidence * Written tests * Oral questioning |

**Suggested Methods of Instruction**

* Practical
* Demonstrations
* Project
* Group discussion
* Direct instruction

**Recommended Resources for 25 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks |  | 5 pcs | 1:5 |
|  | PowerPoint presentations | For trainer’s use |  |  |
|  | Overhead Projector | LCD | 1 | 1;25 |
|  | Case studies |  | 5 | 1;5 |
|  | Business plan templates |  | 5 | 1:5 |
|  | Newspapers and Handouts |  | 5 | 1:5 |
|  | Business Journals |  | 5 | 1:5 |
|  | Video clips | Assorted | 15 sets | 3:5 |
|  | Audio tapes | Assorted | 15 sets | 3:5 |
|  | Whiteboard |  | 1 | 1;25 |
|  | Rolls flip charts |  | 1 | 1;25 |
|  | Assorted color of whiteboard markers | For trainers Use | 1 | 1:25 |
| **B** | **Learning Facilities & infrastructure** |  |  |  |
|  | Lecture/theory room |  | 1 | 1:25 |
| **C** | **Consumable materials** |  |  |  |
|  | Printing papers |  |  | 1:5 |
|  | Stationery |  | 25 pcs | 1:1 |
|  | Printing ink cartilages |  |  |  |
|  | Internet |  | 200mbps | - |
| **D** | **Tools and Equipment** |  |  |  |
|  | Computers |  | 5 pcs | 1:5 |
|  | Printer |  | 1 pc | 1:25 |

# **APPLICATION OF ICT IN AGRI-ENTERPRISE**

UNIT **CODE: 0811 454 12A**

Relationship to Occupational Standards

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

**Duration of Unit:** 180 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**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to integrate ICT in agri-enterprise processes | 50 |
| 2. | Integrate ICT into agri-enterprise processes | 40 |
| 3. | Evaluate agri-enterprise ICT intergration | 50 |
| 4. | Complete integrating ICT into agri- enterprise processes | 40 |
| **Total** | | **180** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to integrate ICT in agri-enterprise processes | * 1. Needs assessment tools   2. ICT tools   3. Infrastructure   4. ICT planning | * Written tests * Oral questioning * Third party report |
| 2. Integrate ICT into agri- enterprise processes | * 1. ICT and ICT applications   2. Records management   3. Communication   4. Human Resources management   5. Financial systems   6. Use of internet   7. Computers and computer packages   8. Usage of mobile phones and mobile phone applications   9. Networking | * Written tests * Oral questioning * Third party report |
| 3. Evaluate agri- enterprise ICT integration | * 1. Assessment of effective ICT intergration   2. Effectiveness of ICT integration   3. Innovations and improvement of ICT processes in agri- enterprises   Monitoring and Evaluation | * Written tests * Oral questioning   Third party report |
| 4. Complete integrating ICT into agri- enterprise  processes | * 1. Preparation of report writing and documentation of ICT integration   2. Report writing and documentation of ICT integration | * Written tests * Oral questioning * Third party report |

**Suggested Methods of Instruction**

* + Project
  + Demonstration by trainer
  + Discussions
  + Direct instruction
* **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 |
| Software installation manuals |  | 1 | 1:25 |
| Sample Business records |  | 1 | 1:25 |
| Smartphones |  | 1 | 1:25 |
| GPS device |  | 1 | 1:25 |
| Application software |  | 1 | 1:25 |
| Satellite mapping software |  | 1 | 1:25 |