

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**AGRIPRENEURSHIP**

**LEVEL 3**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

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

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

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

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

**PRINCIPAL SECRETARY**

**VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

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

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

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

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

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

**CHAIRPERSON**

**TVET CDACC**

**ACKNOWLEDGEMENT**

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

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

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

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

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

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ABBREVIATIONS AND ACRONYMS

ATVET Agricultural Technical and Vocational Education and Training

AGR Agriculture

AP Agripreneurship

BMZ The Federal Ministry for Economic and Development

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

NEPAD New Partnership for Africans Development

NOS National Occupation Standard

NPCA National Park Conservation Association

OS Occupational Standard

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVETA Technical and Vocational Education and Training Authority

# KEY TO UNIT CODE

**AGR /CU /AP /BC /01/ 3/A**

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

Agripreneurship qualification level 3 consists of competencies that an individual must achieve to operate an agri-enterprise. It entails developing an agrienterprise business plan, operating a small agri-enterprise, marketing agricultural products/services, supervising agrienterprise operations and marketing agricultural products/services online.

This course consists of the following basic and core units of learning :

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| AGR/CU/AP/BC/01/3/A | Communication Skills | 15 | 1.5 |
| AGR/CU/AP/BC/02/3/A | Numeracy Skills | 15 | 1.5 |
| AGR/CU/AP/BC/03/3/A | Digital Literacy | 20 | 2 |
| AGR/CU/AP/BC/04/3/A | Entrepreneurship Skills | 40 | 4 |
| AGR/CU/AP/BC/05/3/A | Employability Skills | 20 | 2 |
| AGR/CU/AP/BC/06/3/A | Environmental Literacy | 15 | 1.5 |
| AGR/CU/AP/BC/07/3/A | Occupational Safety and Health Practices | 15 | 1.5 |
| **Total** | | **140** | **14** |

**Core Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **credits** |
| AGR/CU/AP/CR/01/3/A | Agri-Enterprise Business Plan Development | 20 | 2 |
| AGR/CU/AP/CR/02/3/A | Small Agri-Enterprise Operation | 20 | 2 |
| AGR/CU/AP/CR/03/3/A | Agri-Enterprise Products and Services Marketing | 20 | 2 |
| AGR/CU/AP/CR/04/3/A | Agri-Preneurial Operations Supervision | 20 | 2 |
| AGR/CU/AP/CR/05/3/A | Agricultural Products and Services Online Marketing | 20 | 2 |
| AGR/CU/AP/CR/06/3/A | Industrial Attachment | 300 | 30 |
| **Total** | | **400** | **40** |
| **GRAND TOTAL** | | **540** | **54** |

**Entry Requirements**

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

1. Kenya Certificate of Primary Education (KCPE)

**Or**

1. Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Trainer qualification**

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

**Industrial Attachment**

An individual enrolled in this course will undergo four (4) weeks industrial attachment in an agro processing firm.

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

**Assessment**

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

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

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

**Certification**

A candidate will be issued with a Certificate of Competency on demonstration of competence in a unit of competency. To attain the National Agripreneurship Certificate Level 3, the candidate must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provider.

# BASIC UNITS OF LEARNING

## COMMUNICATION SKILLS

**UNIT CODE:** AGR/CU/AP/BC/01/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 15 hours

**Unit Description**

This unit specifies the competencies required to demonstrate communication skills. It involves, obtaining and conveying workplace information, speaking English at a basic operational level, participating in workplace meetings and discussions, and completing relevant work-related documents.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Speak English at a basic operational level
3. Participate in workplace meetings and discussions
4. Complete relevant work-related documents

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Obtain and convey workplace information | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Types of questions * Organizational policies * Workplace etiquette * Ethical work practices in handling communication | * Written tests * Oral questioning |
| 1. Speak English at a basic operational level | * English grammar   + Nouns, verbs, adjectives, adverbs, pronouns prepositions * English speaking   + Pronunciation   + Simple conversations * Taking verbal instructions * Reading and writing in English * Forms of expression in English | * Written tests * Oral * Role play |
| 1. Participate in workplace meetings and discussions | * Nature of workplace meetings * Meeting protocols * Workplace interactions | * Oral questioning * Written tests |
| 1. Complete relevant work-related documents | * Types and purposes of workplace documents and forms * Methods used in filling forms and documents * Recording workplace data * Process of distributing workplace forms and documents * Report writing * Types of workplace reports | * Written tests * Oral questioning |

**Suggested Methods of Instruction**

* Discussion
* Role play
* Brainstorming
* Viewing of related videos
* Role play

**Recommended Resources**

* Desktop computers/laptops
* Projectors
* Report writing templates
* Pens
* Notebooks

## NUMERACY SKILLS

**UNIT CODE:** AGR/CU/AP/BC/02/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 15 hours

**Unit Description**

This unit covers the competencies required to identify and undertake simple numerical processes. The person who is competent in this unit shall be able to use / work with whole numbers and money up to one hundred thousand; Locate, compare and use highly familiar measurement; Use highly familiar maps and diagrams; Identify and use some common 2D shapes; and locate specific Information in highly familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Use whole numbers for work
2. Locate, compare and use highly familiar measurement for work
3. Use highly familiar maps and diagrams for work
4. Identify and use some common 2D shapes for work
5. Locate specific Information in highly familiar tables, graphs and charts for work

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Use whole numbers for work | * Whole numbers * Use of Zeros * Use of halves * Sizes * Grouping of numbers * Addition and subtraction of whole numbers * Numerical information, * Symbols | * Written tests * Assignments * Supervised exercises |
| 1. Locate, compare and use highly familiar measurement for work | * Measurements * Units of measurements and their use * Digital time am and pm * Calendars | * Written tests * Assignments * Supervised exercises |
| 1. Use highly familiar maps and diagrams for work | * + Use of Maps and * Diagrams simple * symbols and pictorial   + Giving simple oral directions to locate objects | * Oral * Assignments * Supervised exercises |
| 1. Identify and use some common 2D shapes for work | * + Two dimensional shapes   + Describe common objects in terms of size and shape   + Compare objects   + Group common objects based on shape, size, color and features | * Written tests * Assignments * Supervised exercises |
| 1. Locate specific Information in highly familiar tables, graphs and charts for work | * + Simple tables   + Features of simple graphs and charts   + Numerical information in tables, graphs & charts | * Oral * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory.
* Practical demonstration of tasks by trainer
* Role play
* Discussion
* Demonstration by trainees and comments and corrections by trainers

**Recommended Resources**

* Common 2D shapes objects
* Calculator
* Basic measuring instruments
* Mathematical tables

## DIGITAL LITERACY

**UNIT CODE:** AGR/CU/AP/BC/03/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 20 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving tasks and applying internet and email in communication at workplace.

**Summary of Learning Outcomes**

1. Identify computer hardware and software
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software | * Definition of a computer * Functions of a computer * Components of a computer * Classification of computers * Computer software | * Written tests * Practice assignments |
| 1. Apply security measures to data, hardware and software | * Data security and control * Security threats and control measures * Types of computer crimes * Detection and protection against computer crimes | * Written tests * Oral presentation |
| 1. Apply computer software in solving tasks | * Operating systems * Word processing * Spread sheets * Data base | * Oral questioning * Practical |
| 1. Apply internet and email in communication at workplace | * Computer networks * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Oral presentation * Written test |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Assignments
* Viewing of related videos
* Group discussions

**Recommended Resources**

* Desk top computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

## ENTREPRENEURIAL SKILLS

**UNIT CODE:** AGR/CU/AP/BC/04/3/A

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 40 hours

**Unit description**

This unit describes the competencies required to demonstrate entrepreneurial competencies. It involves, developing entrepreneurial culture, identifying entrepreneurial opportunities, starting, operating and growing a small business.

**Summary of Learning Outcomes**

1. Develop entrepreneurial culture
2. Identify entrepreneurial opportunities
3. Start a small business
4. Operate a small business
5. Grow a small business

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Develop entrepreneurial culture | * Definition of entrepreneur * Importance of entrepreneurship * Common terminologies in entrepreneurship * Entrepreneurship and employment creation * Formal and informal employment * Habits that promote entrepreneurial development * Cultural factors that inhibit entrepreneurship | * Individual/group assignments * Written tests * Oral |
| 1. Identify entrepreneurial opportunities | * Types, characteristics, qualities & role of entrepreneurs * SWOT analysis * Generating Business ideas * Business opportunities * Evaluation of business opportunities | * Individual/group assignments * Written tests * Oral questioning * Oral presentation |
| 1. Start a small business | * Factors to consider when starting a small business * Legal requirement for starting a small business * Procedure of starting a small business * The dos and don’ts of starting a small business * Challenges faced when starting a small business and mitigating factors * Launch of a small business | * Oral questioning * Individual/group assignments * Written tests |
| 1. Operate a small business | * Organizational structure of a small business * Managing small business finances * Book keeping * Business support services * Marketing for small businesses * Basic IT application in small business | * Individual/group assignments * Written tests |
| 1. Grow a small business | * Methods of growing/expanding a small business * Resources for growing small business * Small business growth plan * ICT and business growth | * Individual/group assignments * Written tests |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* assignments
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan template
* Laptop/ desktop computer
* Internet
* Telephone
* Writing materials

## EMPLOYABILITY SKILLS

**UNIT CODE:** AGR/CU/AP/BC/05/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate employability skills

**Duration of Unit:** 20 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Emotional intelligence * Assertiveness * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Accountability and responsibility * Good work habits * Self-awareness * Financial literacy * Healthy lifestyle practices | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * Interpersonal communication * Sharing information * Resources utilization * HIV and AIDS * Drug and substance abuse * Handling emerging issues | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Personal training needs identification and assessment * Cultural aspects of work * Application of learning * Safe use of technology * Identifying opportunities * Workplace innovation * Handling emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace ethics | * Meaning of ethics * Ethical perspectives * Values and beliefs * Organization code of ethics * Common ethical dilemmas * Organization culture * Corruption, bribery and conflict of interest * Privacy and data protection * Harassment and mutual respect * Financial responsibility/accountability * Etiquette * Emerging issues in ethics | * Written tests * Oral questioning * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Simulation/Role play
* Group Discussion
* Presentations
* Q&A
* Case studies
* Assignments

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

## ENVIRONMENTAL LITERACY

**UNIT CODE**: AGR/CU/AP/BC/06/3/A

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 15 hours

**Unit Description**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution and demonstrating sustainable resource use.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard | * Environmental Management and Coordination Act 1999 * Solid Waste Act * Storage of environmentally hazardous materials * Disposal of hazardous wastes * Types and uses of PPEs in line with environmental regulations * Occupational Safety and Health Act 2007 | * Written tests * Oral questions * Observation of work procedures |
| 1. Control environmental pollution | * Types of pollution * Environmental pollution control and management * Procedures for waste management | * Written tests * Oral questions * Observation of work procedures |
| 1. Demonstrate sustainable use of resource | * Types of resources * Sustainable resource use and management * Principles of 3Rs (Reduce, Reuse, Recycle) | * Written tests * Oral questions * Observation of work procedures |

**Suggested Methods of Instruction**

* Instructor led facilitation theory
* Discussion
* Demonstration by trainer
* Assignments
* Field trip

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Solid Waste Act
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

## OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** AGR/CU/AP/BC/07/3/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 15 hours

**Unit Description**

This unit specifies the competencies required to practice and promote safety and health at work. It entails preparing to practice safety and health at work and complying and promoting compliance of workers to organization’s occupational safety and health instructions and requirements.

**Summary of Learning Outcomes**

1. Prepare to apply workplace safety and health practices
2. Compliance with occupational safety and health Act

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to apply workplace safety and health practices | * Awareness of legislation that outlines the minimum standards for occupational safety and health requirements/ regulations * Benefits of implementing an occupational safety and health program * Safety requirements/ regulations of own work and of other workers * Workplace standards and procedures for incidents and emergencies * Prevention and Control Measures for accidents, injuries and sickness | * Oral tests * Written questions * Observation of work procedures |
| 2. Compliance with occupational safety and health Act | * Safety instructions and safety signs * Safe handling of tools, equipment and materials * Use of safe guards and safety devices * Reporting of hazards, incidents, injuries and sickness in the workplace | * Written tests * Oral questions * Observation of work procedures |

**Suggested Methods of Instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Occupational safety and health standards
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Client/supplier instructions
* Organizational or external personnel
* Machine/equipment manufacturer’s specifications and instructions
* Quality standards

# CORE UNITS OF LEARNING

# AGRI-ENTERPRISE BUSINESS PLAN DEVELOPMENT

**UNIT CODE:** AG/CU/AP/CR/01/3/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 20 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**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to develop agri- enterprise business plan | * + Definition of Agripreneur and business plan   + Introduction * Selection of markets * Type of Customers * Type of products * Marketing channels * Market mix (4Ps, 2Cs)   + Conducting Basic market and feasibility studies * Basic data collection * Data entry * Basic data analysis * SWOT analysis * Basic accounting principles * Budgeting * Cash book * Profit and loss calculation * Basic procurement principles * Accountability * Fairness * Relevant laws | * Written tests * Oral questions * Third party reports |
| 1. Develop agri-enterprise business plan | * Types and categories of agri business e.g. formal or informal MSME, SMEs * Basic value chain analysis * Mapping and linkages * Elements of a business plan * Development of small enterprise business plan. | * Written tests * Oral questions * Third party reports |
| 1. Assess agri-enterprise business plan | * + Business management principles   + Parameters for assessing viable business | * Written tests * Oral questions * Third party reports |
| 4. Complete development of agri-enterprise business plan | * Documentation of the process e.g. * Data collection tools * Photos * Collected data * 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:** AGR/CU/AP/CR/02/3/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 20 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, implementing agri-enterprise start up and operational processes, operating a small business, assessing agri-enterprise start up and operational processes and completing starting agri enterprise

**Summary of Learning Outcomes**

1. Develop agripreneural culture
2. Prepare to start agri-enterprise
3. Implement agri-enterprise start up processes
4. Operate a small business
5. Assess agri-enterprise start up and operational processes
6. Complete starting agri enterprise

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Develop agripreneural culture | * Concept of Agripreneurship * Common terminologies in Agripreneurship * Agripreneurship in National development * Agripreneurship and employment creation * Formal and informal employment * Agripreneural culture   + - Attitude     - Innovation     - Risk taker * How, why, when and who to be an agripreneural * Habits that promote agripreneural * History and development of Agripreneurship * Factors that inhibits Agripreneurship * Managing factors that inhibit Agripreneurship development | * Written tests * Oral questions * Third party reports |
| 1. Implement agri-enterprise operations | * Factors to consider when starting a small agri-enterprise * Forms of business ownership * Legal and regulatory requirement for starting a small business * Procedure of starting a small business * The dos and don’ts of starting a small business * Challenges faced when starting a small business and mitigating factors * Locating the business * Resources required to start a small business * Launch of a small business | * Written tests * Oral questions * Third party reports |
| 1. Evaluate agri-enterprise business plan | * Assessment of operations * Enterprise performance appraisal * Customer feedback * Product improvement and innovation | * Written tests * Oral questions * Third party reports |
| 1. Complete starting agri-enterprise | * Activity reporting * Review of plans, strategies or targets | * Written tests * Oral questions |

**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:** AGR/CU/AP/CR/03/3/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 20 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**

1. Prepare for marketing of agri-enterprise products and services
2. Execute marketing of agri-enterprise products and services
3. Establish customer feedback mechanism
4. Complete marketing of agri-enterprise products and services

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare for marketing of agri-enterprise products and services | * Types of various agricultural products * e.g. commodities, value added products * Types of agricultural Services * e.g. Artificial insemination services transportation * Types of feasibility studies * Market survey * Quick scan * Appraisal * Interviews * 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 | * Developing a product brand * Packaging/ packing and labelling * Product launch * Distribution channels * Promotion and advertisements * Financial records * Basic marketing strategy development * Product penetration | * Written tests * Oral questions * Third party reports |
| 1. Establish and respond to customer feedback | * Customer satisfaction surveys * Data collection * Data analysis * Product improvement and innovation | * Written tests * Oral questions * Third party reports |
| 1. Complete marketing of agri-enterprise products and services | * Report writing and documentation * Types of technical reports * Elements of technical reports * Type and nature of documentations * Photos * charts * tables | * Written tests * Oral questions |

**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:** AGR/CU/AP/CR/04/3/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 20 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**

1. Prepare to supervise agripreneural operations
2. Supervise agripreneural operation
3. Evaluate supervision of agripreneural operations
4. Complete supervision of agripreneural operations

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to supervise agripreneural operations | * Definition of work-plan * Preparation of work plans * Five helpers- What, why, when. For whom, and How. * Business policies and procedures * Team formation * Conflict resolution | * Written tests * Oral questions * Third party reports |
| 1. Supervise agripreneural operation | * Production process * Product quality and quantity * Quality assurance * Good Manufacturing Practices (GMP) * Risk management * Types of risks * Risk Mitigations * Types of agripreneural records | * Written tests * Oral questions * Third party reports |
| 1. Evaluate supervision of agripreneural operations | * Basic Monitoring and Evaluation * Defining assessment indicators * Developing measurable indictors * Conducting assessment | * Written tests * Oral questions * Third party reports |
| 1. Complete management of agri enterprise | * Developing an assessment report * Elements of the reports * Change management * Steps on change management * 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:** AGR/CU/AP/CR/05/3/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 20 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**

1. Prepare for Marketing products online
2. Sell agricultural products online
3. Evaluate product online marketing
4. Complete marketing product online

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

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