REPUBLIC OF KENYA

COMPETENCY BASED CURRICULUM

FOR

AGRIPRENEURSHIP

LEVEL 4

TVET CDACC
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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

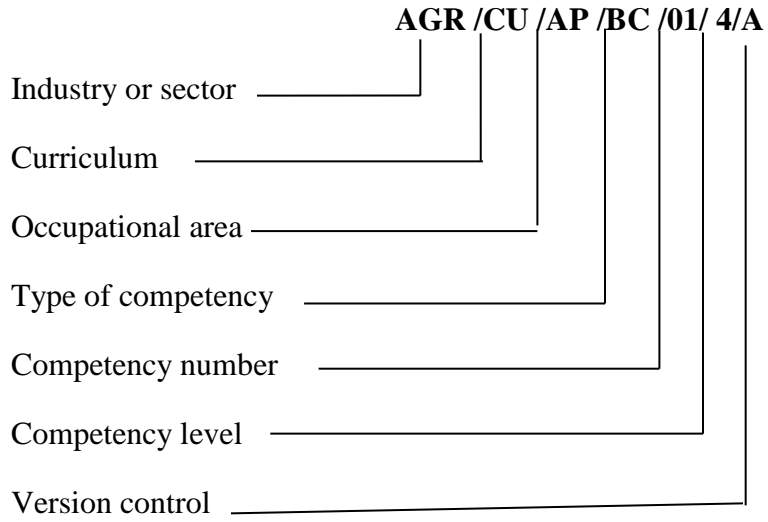**COUNCIL SECRETARY/CEO**
TVET CDACC

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ABBREVIATION AND ACRONYMS

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

KEY TO UNIT CODE

AGR /CU /AP /BC /01/ 4/A

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Version control

COURSE OVERVIEW

Agripreneurship qualification level 4 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 competence:

Basic Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit Factor
AGR/CU/AP/BC/01/4/A	Communication Skills	20	2
AGR/CU/AP/BC/02/4/A	Numeracy Skills	25	2.5
AGR/CU/AP/BC/03/4/A	Digital Literacy	35	3.5
AGR/CU/AP/BC/04/4/A	Entrepreneurship Skills	60	6
AGR/CU/AP/BC/05/4/A	Employability Skills	30	3
AGR/CU/AP/BC/06/4/A	Environmental Literacy	20	2
AGR/CU/AP/BC/07/4/A	Occupational Safety and Health Practices	20	2
Total		**210**	**21**

Core Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit Factor
AGR/CU/AP/CR/01/4/A	Agri-Enterprise Business Plan Development	40	4
AGR/CU/AP/CR/02/4/A	Small Agri-Enterprise Operation	40	4
AGR/CU/AP/CR/03/4/A	Agri-Enterprise Products and Services Marketing	40	4
AGR/CU/AP/CR/04/4/A	Agri-Perineurial Operations Supervision	40	4
AGR/CU/AP/CR/05/4/A	Agricultural Products and Services Online Marketing	40	4
	Industrial Attachment	300	30
Total		**500**	**50**
Sub Total		**710**	**71**

Entry Requirements

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

a) Kenya Certificate of Secondary Education (KCSE) mean grade E

Or

b) National skills certificate (Level 3) in Agripreneurship

Or

c) 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.

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

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

Certification

A candidate will be issued with a Certificate of Competency on demonstration of competence in a unit of competency. To attain the National Agripreneurship Certificate Level 4, 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/01/4/A

Relationship to Occupational Standards
This unit addresses the Unit of Competency: Demonstrate Communication Skills

Duration of Unit: 20 Hours

Unit Description
This unit covers the competencies required demonstrate communication skills. It involves obtaining and conveying workplace information, completing relevant work-related documents, communicating information about workplace processes, leading workplace discussion and communicating workplace issues.

Summary of Learning Outcomes
1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussions
5. Identify and communicate issues arising in the workplace

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	- Interview - Third party reports
2. Complete relevant work-related documents	Types and purposes of workplace documents and forms	- Interview - Third party reports

	• Methods used in filling forms and documents • Recording workplace data • Process of distributing workplace forms and documents • Report writing • Types of workplace reports		
3. Communicate information about workplace processes	• Communication process • Modes of communication • Medium of communication • Effective communication • Barriers to communication • Flow of communication • Sources of information • Organizational policies • Organization requirements for written and electronic communication methods • Report writing • Effective questioning techniques (clarifying and probing) • Workplace etiquette • Ethical work practices in handling communication	• Interview • Portfolio	

4. Lead workplace discussion	• Methods of discussion e.g.
	  ✓ Coordination meetings
	  ✓ Toolbox discussion
	  ✓ Peer-to-peer discussion
	• Solicitation of response
		• Interview
		• Third party reports	

5. Identify and communicate issues arising in the workplace	• Identification of problems and issues • Organizing information on problems and issues • Relating problems and issues • Communication barriers affecting workplace discussions	• Interview • Portfolio	

Suggested Methods of Instruction
- Direct instruction
- Demonstration
- Practice assignment
- Discussion
- Role play
- Brainstorming

Recommended Resources
- Desktop computers/laptops
- Internet connection
- Projectors
- Telephone
- Report writing templates

NUMERACY SKILLS

UNIT CODE: AGR/CU/AP/BC/02/4/A

Relationship to Occupational Standards:
This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

Duration of Unit: 25 hours

Unit Description
This unit covers the competencies required to demonstrate numeracy skills. It involves identifying and using whole numbers and simple fractions, decimals and percentages for work, identifying, measuring and estimating familiar quantities for work, reading and using familiar maps, plans and diagrams for work, identifying and describing common 2D and some 3D shapes for work, constructing simple tables and graphs for work using familiar data and identifying and interpreting information in familiar tables, graphs and charts for work.

Summary of Learning Outcomes
1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify and use whole numbers and simple fractions, decimals and percentages for work	- Whole numbers - Simple fractions - Decimals - Percentages - Sizes - Problem solving methods - Calculations using the 4 operations	- Written - Practice assignments

	• Recording and communicating numerical information	
2. Identify, measure and estimate familiar quantities for work	• Measurement information • Units of measurement • Estimate familiar and simple amounts • Selection of appropriate measuring equipment • Calculate using familiar units of measurement • Check measurements and results against estimates • Using informal and some formal mathematical and general language • Record or report results	• Written • Practice assignments
3. Read and use familiar maps, plans and diagrams for work	• Maps, plans and diagrams • Locate items and places in familiar maps, plans and diagrams • Recognize common symbols and keys in familiar maps, plans and diagrams • Direction and location of objects, or route or places • Use of informal and some formal oral mathematical language and symbols	• Practical test • Written
4. Identify and describe common 2D and some 3D shapes for work	• Common 2D shapes and 3D shapes • Classification of common 2D shapes and designs • Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes	• Written • Practical test

	• Construction of common 2D shapes • Match common 3D shapes to their 2D sketches or nets	
5. Construct simple tables and graphs for work using familiar data	• Types of graphs • Determination of data to be collected • Selection of data collection method • Collection of data • Determination of variables from the data collected • Order and collate data • Construct a table and enter data • Construct a graph using data from table • Check results • Report or discuss graph information related to work using informal and some formal mathematical and general language	• Written • Practical test
6. Identify and interpret information in familiar tables, graphs and charts for work	• Tables construction and labeling • i.e. title, headings, rows and columns • Interpreting information and data in simple tables • Relaying information of relevant workplace tasks on/in a table • Identify familiar graphs and charts in familiar texts and contexts • Locate title, labels, axes, scale and key from familiar graphs and charts • Identify and interpret information and data in familiar graphs and charts	• Written • Practical test

	• Relate information to relevant workplace tasks	

Suggested Methods of Instruction
- Instructor led facilitation of theory
- Practical demonstration of tasks by trainer
- Practice by trainees/ role play
- Discussion
- Observations and comments and corrections by trainers

Recommended Resources
- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- LCD projectors
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Projectors
- Writing boards
- Mathematical tables

DIGITAL LITERACY

UNIT CODE: AGR/CU/AP/BC/03/4/A

Relationship to Occupational Standards
This unit addresses the Unit of Competency: Demonstrate Digital Literacy

Duration of Unit: 35 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 task sand applying internet and email in communication at workplace.

Summary of Learning Outcomes
1.   Identify computer software and hardware
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	- Meaning of a computer - Functions of a computer - Components of a computer - Classification of computers	- Written tests - Oral - Observation
2. 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 - Observation - Projects
3. Apply computer software in solving tasks	- Operating system - Word processing - Spread sheets - Data base	- Oral questioning - Observation - Project

4.	Apply internet and email in communication at workplace	• Computer networks • Uses of internet • Electronic mail (e-mail) concept	• Oral questioning • Observation • Oral presentation • Written report

Suggested Methods of Instruction
- Instructor led facilitation of theory
- Demonstration by trainer
- Practical assignment
- Viewing of related videos
- Project
- Group discussions

Recommended Resources
- Desktop computers
- Laptop computers
- Other digital devices
- Printers
- Storage devices
- Internet access
- Computer software

ENTREPRENEURIAL SKILLS

UNIT CODE: AGR/CU/AP/BC/04/4/A

Relationship to occupational standards
This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

Duration of unit: 60 hours

Unit description
This unit covers the competencies required for creating and maintaining small scale business, establishing small business customer base, managing and growing a micro/small-scale business.

Summary of Learning Outcomes
1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/expand small scale business

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Create and maintain small scale business	• Starting a small business • Legal regulatory requirements in starting a small business • SWOT/ PESTEL analysis • Conducting market/industry survey • Generation and evaluation of business ideas • Matching competencies with business opportunities • Forms of business ownership • Location of a small business • Legal and regulatory requirement	• Individual/group assignments • projects • Written • Oral

	- Resources required to start a small business - Common terminologies in entrepreneurship - Entrepreneurship in national development - Self-employment - Formal and informal employment - Entrepreneurial culture - Myths associated with entrepreneurship - Types, characteristics, qualities & role of entrepreneurs - History, development and importance of entrepreneurship - Theories of entrepreneurship - Quality assurance for small businesses - Policies and procedures on occupational safety and health and environmental concerns		
2. Establish small scale business customer base	- Good staff/workers and customer relations - Marketing strategy - Identifying and maintain new customers and markets - Product/ service promotions - Products / services diversification - SWOT / PESTEL analysis - Conducting a business survey - Generating Business ideas - Business opportunities	- Individual/group assignments - projects - Written - Oral	

3. Manage small scale business	• Organization of a small business • Small business' business plan • Marketing for small businesses • Managing finances for small business • Production/ operation process for goods/services • Small business records management • Book keeping and auditing for small businesses • Business support services • Small business resources mobilization and utilization • Basic business social responsibility • Management of small business • Word processing concepts in small business management • Computer application software • Monitoring and controlling business operations	• Oral • Individual/group assignments • projects • Written
4. Grow/expand small scale business	• Methods of growing small business • Resources for growing small business • Small business growth plan • Computer software in business development • ICT and business growth	• Individual/group assignments • projects • Written

Suggested Methods of Instruction

• Instructor led facilitation of theory

- Demonstration by trainer
- Practice by trainee
- Role play
- Case study

Recommended Resources
- Case studies for small businesses
- Business plan templates
- Lap top/ desk top computer
- Internet
- Telephone
- Writing materials

EMPLOYABILITY SKILLS

UNIT CODE: AGR/CU/AP/BC/05/4/A

Relationship to Occupational Standards
This unit addresses the Unit of Competency: Demonstrate Employability Skills

Duration of Unit: 30 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 - Expressing personal thoughts, feelings and beliefs - Developing and maintaining high self-esteem - Developing and maintaining positive self-image - Articulating ideas and aspirations - Accountability and responsibility - Good work habits	- Written tests - Oral questioning - Portfolio of evidence - Third party report

	• Self-awareness • Self-development • Financial literacy • Healthy lifestyle practices	
2. Demonstrate critical safe work habits	• Stress and stress management • Punctuality and time consciousness • Interpersonal communication • Sharing information • Leisure • Integrating personal objectives into organizational objectives • Resources utilization • Setting work priorities • HIV and AIDS • Drug and substance abuse • Handling emerging issues	• Written tests • Oral questioning • Portfolio of evidence • Third party report
3. Demonstrate workplace learning	• Personal training needs identification and assessment • Managing own learning • Contributing to the learning community at the workplace • Cultural aspects of work • Variety of learning context • Application of learning • Safe use of technology • Identifying opportunities • Workplace innovation • Performance improvement • Handling emerging issues • Future trends and concerns in learning	• Written tests • Oral questioning • Portfolio of evidence • Third party report
4. Demonstrate workplace ethics	• Meaning of ethics • Ethical perspectives • Principles of ethics • Values and beliefs • Ethical standards • Organization code of ethics • Common ethical dilemmas • Organization culture	• Written tests • Oral questioning • Portfolio of evidence • Third party report

		• Corruption, bribery and conflict of interest
		• Privacy and data protection
		• Diversity, harassment and mutual respect
		• Financial responsibility/accountability
		• Etiquette
		• Personal and professional integrity
		• Commitment to jurisdictional laws
		• Emerging issues in ethics

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/06/4/A

Relationship to Occupational Standards
This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

Duration of Unit: 20 hours

Unit Description
This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, demonstrating sustainable resource use and evaluating current practices in relation to resource usage.

Summary of Learning Outcomes
1. Control environmental hazard
2. Control environmental pollution
3. Demonstrate sustainable use of resources
4. Evaluate current practices in relation to resource usage

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Control environmental hazard	• Purposes and content of Environmental Management and Coordination Act 1999 • Purposes and content of Solid Waste Act • Storage methods for environmentally hazardous materials • Disposal methods of hazardous wastes • Types and uses of PPE in line with environmental regulations • Occupational Safety and Health Standards (OSHS)	• Written tests • Oral questions • Observation of work procedures

2. Control environmental Pollution	• Types of pollution • Environmental pollution control measures • Types of solid wastes • Procedures for solid waste management • Different types of noise pollution • Methods for minimizing noise pollution	• Written tests • Oral questions • Observation of work procedures • Role play
3. Demonstrate sustainable resource use	• Types of resources • Techniques in measuring current usage of resources • Calculating current usage of resources • Methods for minimizing wastage • Waste management procedures • Principles of 3Rs (Reduce, Reuse, Recycle) • Methods for economizing or reducing resource consumption	• Written tests • Oral questions • Observation of work procedures
4. Evaluate current practices in relation to resource usage	• Collection of information on environmental and resource efficiency systems and procedures, • Measurement and recording of current resource usage • Analysis and recording of current purchasing strategies. • Analysis of current work processes to access information and data • Identification of areas for improvement	• Written tests • Oral questions • Observation of work procedures
5. Identify Environmental legislations/conventions for environmental concerns	• Environmental issues/concerns • Environmental legislations /conventions and local ordinances • Industrial standard /environmental practices	• Written tests • Oral questions • Observation of work procedures

	• International Environmental Protocols (Montreal, Kyoto) • Features of an environmental strategy	

Suggested Methods of Instruction

- Instructor led facilitation of theory
- Practical demonstration of tasks by trainer
- Practice by trainees/ role play
- Discussion
- Observations and comments and corrections by trainers

Recommended Resources

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)

OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: AGR/CU/AP/BC/07/4/A

Relationship to Occupational Standards
This unit addresses the unit of competency: Demonstrate Occupational Safety and Health Practices

Duration of Unit: 20 hours

Unit Description
This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves adhering to workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

Summary of Learning Outcomes
1. Adhere to workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Adhere to workplace procedures for hazards and risk prevention	• Arrangement of work area and items in accordance with Company housekeeping procedures • Adherence to work standards and procedures • Application of preventive and control measures, including use of safety gears/PPE • Study and apply standards and procedures for incidents and emergencies.	• Oral questions • Written tests • Portfolio of evidence • Third party report
2. Participate in arrangements for workplace safety and health maintenance	• Participating in orientations on OSH requirements/regulations of tasks • Providing feedback on health, safety, and security concerns to	• Oral questions • Written tests • Portfolio of evidence • Third party report

	appropriate personnel as required in a sufficiently detailed manner • Practice workplace procedures for reporting hazards, incidents, injuries and sickness • OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel • Identification of needed OSH-related trainings are proposed to appropriate personnel	

Suggested Methods of Instruction
- Assigments
- Discussion
- Q&A
- Role play
- Viewing of related videos

Recommended Resources
- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE) e.g.
    - Mask
    - Face mask/shield
    - Safety bootsn
    - Safety harness
    - Arm/Hand guard, gloves
    - Eye protection (goggles, shield)
    - Hearing protection (ear muffs, ear plugs)

- Hair Net/cap/bonnet
- Hard hat
- Face protection (mask, shield)
- Apron/Gown/coverall/jump suit
- Anti-static suits
- High-visibility reflective vest

CORE UNITS OF LEARNING

AGRI-ENTERPRISE BUSINESS PLAN DEVELOPMENT

UNIT CODE: AG/CU/AP/CR/01/4/A

Relationship to Occupational Standards

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

Duration of Unit: 40 hours

Unit Description

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

Summary of Learning Outcomes

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
		• Written tests
		• Oral questions
		• Third party reports

	• SWOT analysis
	• Basic accounting principles
	    • Budgeting
	    • Cash book
	    • Profit and loss calculation
	• Basic procurement principles
	    • Accountability
	    • Fairness
	    • Relevant laws		

2. 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	
3. 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/02/4/A

Relationship to Occupational Standards
This unit addresses the Unit of Competency: Operate a small agri-enterprise.

Duration of Unit: 40 hours

Unit Description
This unit specifies the competencies required to operate a small agri-enterprise. It involves developing an entrepreneurial culture, preparing to start agrienterprise, 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
		• Written tests
		• Oral questions
		• Third party reports

		▪ 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	
2. Implement agri-enterprise operations		• Factors to consider when starting a small agri-enterprise	• Written tests
		• Forms of business ownership	• Oral questions
		• Legal and regulatory requirement for starting a small business	• Third party reports
		• 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	
3. Evaluate agri-enterprise business plan		• Assessment of operations	• Written tests
		• Enterprise performance appraisal	• Oral questions
		• Customer feedback	• Third party reports
		• Product improvement and innovation	

4. 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/03/4/A

Relationship to Occupational Standards
This unit addresses the Unit of Competency: Market agri-enterprise products and services

Duration of Unit: 40 hours

Unit Description
This unit specifies the competencies required to market agricultural products and services. It involves preparing for marketing of agri-enterprise products and services, executing marketing of agri-enterprise products and services, establishing customer feedback mechanism, completing marketing of agri-enterprise products and services.

Summary of Learning Outcomes

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	- Written tests - Oral questions - Third party reports

		• 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.	

2.	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

3.	Establish and respond to customer feedback	• Customer satisfaction surveys
		   • Data collection
		   • Data analysis
		• Product improvement and innovation
			• Written tests
			• Oral questions
			• Third party reports

4.	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
			• Written tests
			• Oral questions

		• Photos,	
		• charts,	
		• tables	

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/04/4/A

Relationship to Occupational Standards
This unit addresses the Unit of Competency: supervise agri-enterprise operations.

Duration of Unit: 40 hours

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

Summary of Learning Outcomes
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
2. Supervise agripreneural operation	- Production process - Product quality and quantity - Quality assurance - Good Manufacturing Practices (GMP) - Risk management	- Written tests - Oral questions - Third party reports

	• Types of risks • Risk Mitigations • Types of agripreneural records	
3. Evaluate supervision of agripreneural operations	• Basic Monitoring and Evaluation • Defining assessment indicators • Developing measurable indictors • Conducting assessment	• Written tests • Oral questions • Third party reports
4. 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/05/4/A

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

Duration of Unit: 40 hours

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

Summary of Learning Outcomes
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

3. 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

4. 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