



REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

AGRIPRENEUR

LEVEL 4



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, Vision 2030 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 of Kenya 2010 and this resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 14 of 2012). 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 shall be competency based, curriculum development shall be industry led, certification shall be based on demonstration of competence and mode of delivery shall 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 these Occupational Standards were developed for the purpose of developing a competency-based curriculum for Agripreneurship level 4. These Occupational Standards will also be the bases for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards 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 and Sessional paper No.14 of 2012 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification in TVET. This called for 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.

The 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 these Occupational Standards for Agripreneur level 3. These standards will be the basis for development of competency-based curriculum for Agripreneurship level 3.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to Council Secretariat, Council Technical Committee, Agripreneurship SSAC, expert workers and all those who participated in the development of these occupational standards.

**CHAIRPERSON
TVET CDACC**

ACKNOWLEDGMENT

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to Agripreneurship Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Occupational Standards.

My gratitude also goes to 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 these Standards 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 acknowledge all other institution which contributed to the success of development of these standards.

CHAIRPERSON

AGRIPRENEURSHIP SECTOR SKILLS ADVISORY COMMITTEE

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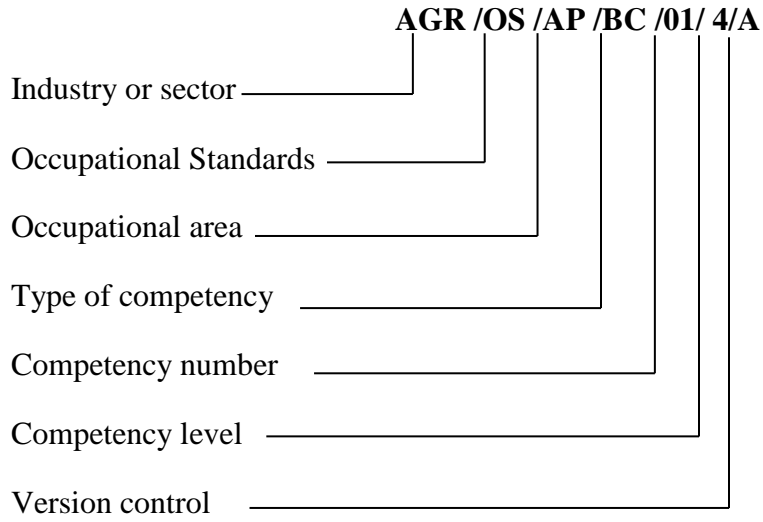
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ABBREVIATION AND ACRONYMS

ATVET	Agricultural Technical and Vocational Education and Training
BC	Basic Competency
CAADP	Comprehensive Africa Agricultural Development Programme
CBET	Competency Based Education and Training
CDACC	Curriculum Development Assessment and Certification Council
CR	Core Competency
DACUM	Develop a Curriculum
GDP	Gross Domestic Product
GIZ	German International Cooperation
GPS	Global Positioning System
ICT	Information Communication Technology
KCPE	Kenya Certificate of Primary Education
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
OSH	Occupation Safety and Health
OSHA	Occupation Safety and Health Act
OSHS	Occupational Safety and Health Standards
PPE	Personal Protective Equipment
SSAC	Sector Skills Advisory Committee
TVET	Technical and Vocational Education and Training

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KEY TO UNIT CODE



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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.

The units of competency comprising Agripreneurship Level 4 qualification include the following:

Basic Units of Competency

Unit Code	Unit Title
AGR/OS/AP/BC/01/4/A	Demonstrate Communication Skills
AGR/OS/AP/BC/02/4/A	Demonstrate Numeracy Skills
AGR/OS/AP/BC/03/4/A	Demonstrate Digital Literacy
AGR/OS/AP/BC/04/4/A	Demonstrate Entrepreneurship Skills
AGR/OS/AP/BC/05/4/A	Demonstrate Employability Skills
AGR/OS/AP/BC/06/4/A	Demonstrate Environmental Literacy
AGR/OS/AP/BC/07/4/A	Demonstrate Occupational Safety and Health Practices

Core Units of Competency

Unit Code	Unit Title
AGR/CU/AP/CR/01/4/A	Develop Agri-Enterprise Business Plan
AGR/CU/AP/CR/02/4/A	Operate a Small Agri-Enterprise
AGR/CU/AP/CR/03/4/A	Market Agri-Enterprise Products/Services
AGR/CU/AP/CR/04/4/A	Supervise Agri-Preneurial Operations
AGR/CU/AP/CR/05/4/A	Market Agricultural Products/Services Online

BASIC UNITS OF COMPETENCY

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DEMONSTRATE COMMUNICATION SKILLS

UNIT CODE: AGR/OS/AP/BC/01/4/A

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.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>
<p>1. Obtain and convey workplace information</p>	<p>1.1 Specific and relevant information is accessed from <i>appropriate sources</i> based on standard procedures</p> <p>1.2 Effective questioning, active listening and speaking skills are used to gather and convey information based on communication needs</p> <p>1.3 Appropriate <i>medium</i> is used to transfer information and ideas in accordance with workplace guidelines</p> <p>1.4 Appropriate non- verbal communication is used as per the communication needs</p> <p>1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed based on workplace requirements</p> <p>1.6 Location and storage of information is undertaken according to workplace procedures</p> <p>1.1 Personal interaction is carried out clearly and concisely according to workplace requirements</p>
<p>2. Complete relevant work-related documents</p>	<p>2.1 Range of forms relating to conditions of employment are completed according to workplace procedures</p> <p>2.2 Workplace data is recorded based on workplace requirements</p>

	<p>2.3 Errors in recording information are identified and acted upon in accordance with workplace policies</p> <p>2.4 Reporting requirements are completed according to organizational guidelines</p>
3. Communicate information about workplace processes	<p>3.1 Information sources are identified according to workplace procedures</p> <p>3.2 Methods of communication are selected based on workplace guidelines</p> <p>3.3 Multiple operations are communicated according to workplace structure</p> <p>3.4 Work-related questions are asked and responded based on set protocols</p> <p>3.5 Information is selected and organized according to workplace requirements</p> <p>3.1 Verbal and written reporting is undertaken as per workplace requirements</p> <p>3.2 Communication is maintained according to workplace standards</p>
4. Lead workplace discussions	<p>4.1 Response to workplace issues are sought and provided as per workplace protocol</p> <p>4.2 Constructive contributions are made based on workplace discussions</p> <p>4.3 Workplace objectives and action plan are communicated according to workplace requirements</p>
5. Identify and communicate issues arising in the workplace	<p>5.1 Issues and problems are identified as per workplace guidelines</p> <p>5.2 Problems and issues in the workplace are organized according to workplace operations</p> <p>5.3 Dialogue is initiated with appropriate personnel as per workplace structure</p> <p>5.4 Problems and issues raised are communicated as per the workplace reporting procedures</p>

RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
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<p>1. Methods of communication may include but not limited to:</p>	<ul style="list-style-type: none"> • Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups • Using telephone • Written • Internet
<p>2. Workplace discussion may include but not limited to:</p>	<ul style="list-style-type: none"> • Coordination meetings • Toolbox discussion • Peer-to-peer discussion

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Active listening
- Interpretation
- Negotiation
- Writing

Required Knowledge

The individual needs to demonstrate knowledge of:

- Organization requirements for written and electronic communication methods
- Effective verbal communication methods
- Report writing
- Effective questioning techniques (clarifying and probing)
- Workplace etiquette

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Dealt with a range of communication/information at one time 1.2 Made constructive contributions in workplace issues 1.3 Sought workplace issues effectively 1.4 Responded to workplace issues promptly 1.5 Presented information clearly and effectively in written form 1.6 Used appropriate sources of information 1.7 Asked appropriate questions 1.8 Provided accurate information
2. Resource Implications	<ul style="list-style-type: none"> 2. 1 Access to relevant workplace where assessment can take place 2. 2 Appropriately simulated environment where assessment can take place 2. 3 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	<ul style="list-style-type: none"> 3.1 Third-party reports 3.2 Portfolio 3.3 Interview 3.4 Written tests 3.5 Observation 3.6 Oral questioning
4. Context of Assessment	<p>Competency may be assessed</p> <ul style="list-style-type: none"> 4.1 On the job 4.2 Off the job 4.3 During industrial attachment
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE NUMERACY SKILLS

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

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range.</i>
1. Identify and use whole numbers and simple fractions, decimals and percentages for work	1.1 Simple fractions, decimals and percentages identified and interpreted as per standard operating procedures. 1.2 Understanding of place value by organising numbers from smallest to largest demonstrated as SOPs 1.3 Required numerical information located and decision made on appropriate method to solve a problem as per SOPs 1.4 Limited range of calculations performed using the four operations using SOPs 1.5 Links between operations described as per SOPs 1.6 Estimations made to check reasonableness of results of problem-solving process as SOPs 1.7 Numerical information recorded, and the result of the task communicated using informal and some formal language and symbolism as per workplace procedures

<p>2. Identify, measure and estimate familiar quantities for work</p>	<p>2.1 Measurement information in workplace tasks and texts identified and interpreted as per workplace procedures.</p> <p>2.2 Familiar units of measurement needed for tasks is identified as per measurements manuals/charts</p> <p>2.3 Familiar and simple amounts estimated as per workplace procedures.</p> <p>2.4 Appropriate measuring equipment selected as per SOPs</p> <p>2.5 Simple measuring equipment graduated in familiar units to measure relevant quantities is used as per graduation manuals.</p> <p>2.6 Calculation done using familiar units of measurement as per SOPs</p> <p>2.7 Measurements and results checked against estimates as per job specifications.</p> <p>2.8 Results are recorded or reported as per workplace procedures</p> <p>2.9 Results relevant to the workplace task are communicated using informal and some formal mathematical and general language as per workplace procedures.</p>
<p>3. Read and use familiar maps, plans and diagrams for work</p>	<p>3.1 Items and places are in familiar maps, plans and diagrams as per SOPs</p> <p>3.2 Common symbols and keys recognised in familiar maps, plans and diagrams as per SOPs</p> <p>3.3 Understanding of direction and location demonstrated by describing the location of objects, or route to familiar places as per SOPs</p> <p>3.4 Instructions to locate familiar objects or places are given and followed as per SOPs</p> <p>3.5 Informal and some formal oral mathematical language and symbols are used as per SOPs</p>

<p>4. Identify and describe common 2D and some 3D shapes for work</p>	<p>4.1 <i>Common 2D shapes and some common 3D shapes</i> in familiar situations are identified and named as per job requirements</p> <p>4.2 Common 2D shapes and designs are compared and classified as per SOPs</p> <p>4.3 Informal and some formal language used to describe common two-dimensional shapes and some common three-dimensional shapes in accordance with workplace procedures.</p> <p>4.4 Simple items used to draw or construct common 2D shapes as per workplace procedures.</p> <p>4.5 Common 3D shapes matched to their 2D sketches or nets as per SOPs</p>
<p>5. Construct simple tables and graphs for work using familiar data</p>	<p>5.1 Common types of graphs are identified and named as per SOPs</p> <p>5.2 Familiar data to be collected is determined in accordance with job specifications.</p> <p>5.3 A method to collect data is selected in accordance with workplace procedures.</p> <p>5.4 A small amount of simple familiar data is collected as per workplace procedures</p> <p>5.5 One or two variables determined from the data collected as per SOPs.</p> <p>5.6 Data ordered and collated as per standard operating procedures.</p> <p>5.7 A table is constructed and data entered as per SOPs</p> <p>5.8 Graphs are constructed using data from table as per job specifications</p> <p>5.9 Results are promptly checked as per workplace procedures</p> <p>5.10 Graph information related to work is reported or discussed using informal and some formal mathematical and general language as per workplace procedures</p>

<p>6. Identify and interpret information in familiar tables, graphs and charts for work</p>	<p>6.1 Simple tables are identified in familiar texts and contexts in accordance with workplace procedures</p> <p>6.2 Title, headings, rows and columns located in familiar tables as per SOPs</p> <p>6.3 Information and data in simple tables identified and interpreted as per workplace procedures.</p> <p>6.4 Information is related in accordance with workplace tasks</p> <p>6.5 Familiar graphs and charts are identified in familiar texts and contexts as per SOPs</p> <p>6.6 Title, labels, axes, scale and key from familiar graphs and charts are located as per SOPs</p> <p>6.7 Information and data in familiar graphs and charts are identified and interpreted as per job requirements</p> <p>6.8 Information is related to relevant workplace tasks as per job requirements.</p>
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RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
<p>1. Simple measuring equipment may include but not limited to:</p>	<ul style="list-style-type: none"> • Rulers • Watches/clocks • Scales • Thermometers • AVO meter
<p>2. Common 2D shapes and common 3D shapes may include but not limited to:</p>	<ul style="list-style-type: none"> • Round • Square • Rectangular • Triangle • Sphere • Cylinder • Cube • Polygons • Cuboids

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Measuring
- Logical thinking
- Computing
- Drawing of graphs
- Applying mathematical formulas
- Analytical

Required knowledge

The individual needs to demonstrate knowledge of:

- Types of common shapes
- Differentiation between two dimensional shapes / objects
- Formulae for calculating area and volume
- Types and purpose of measuring instruments
- Units of measurement and abbreviations
- Fundamental operations (addition, subtraction, division, multiplication)
- Rounding techniques
- Types of fractions
- Different types of tables and graphs
- Meaning of graphs, such as increasing, decreasing, and constant value
- Preparation of basic data, tables & graphs

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Simple fractions, decimals and percentages are correctly identified and interpreted 1.2 Performed a limited range of calculations using the 4 operations 1.3 Performed calculations using familiar units of measurement
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	<p>1.4 Recognised common symbols and keys in familiar maps, plans and diagrams</p> <p>1.5 Constructed simple tables and graphs using familiar data</p> <p>1.6 Identified and interpret information in familiar tables, graphs and charts</p>
2. Resource Implications	<p>2.1 Access to relevant workplace where assessment can take place</p> <p>2.2 Appropriately simulated environment where assessment can take place</p> <p>2.3 Materials relevant to the proposed activity or tasks</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written Test</p> <p>3.2 Interview</p> <p>3.3 Oral Questioning</p>
4. Context of Assessment	<p>Competency may be assessed</p> <p>4.1 On the job</p> <p>4.2 Off the job</p> <p>4.3 During industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE DIGITAL LITERACY

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

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.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Identify computer software and hardware	1.1 <i>Appropriate computer software</i> is identified according to manufacturer’s specification 1.2 <i>Appropriate computer hardware</i> is identified according to manufacturer’s specification
2. Apply security measures to data, hardware, software	2.1 <i>Data security and privacy are classified</i> in accordance with the technological situation 2.2 <i>Security and control measures</i> are applied in accordance with laws governing protection of ICT 2.3 Computer threats and crimes are detected as per information security management guidelines. 2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT
3. Apply computer software in solving tasks	3.1 Basic word processing concepts are applied in resolving workplace tasks 3.2 Word processing utilities are applied in accordance with workplace procedures 3.3 Data is manipulated on worksheet in accordance with office procedures
4. Apply internet and email in communication at workplace	4.1 Electronic mail is applied in workplace communication in accordance with office procedures 4.2 Office internet functions are defined and executed in accordance with office procedures

	4.3 Network configuration and uses are determined in accordance with office operations procedures
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RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Range	Variable
1. Appropriate computer software may include but not limited to:	<ul style="list-style-type: none"> • Operating system • MS office • Web browser • Media players
2. Appropriate computer hardware may include but not limited to:	<ul style="list-style-type: none"> • Computer Case • Monitor • Keyboard • Mouse • Hard Disk Drive • Motherboard • Video Card
3. Data security and privacy may include but not limited to:	<ul style="list-style-type: none"> • Confidentiality • Cloud computing • Confidentiality • Cyber terrorism • Integrity -but-curious data serving
4. Security and control measures may include but not limited to:	<ul style="list-style-type: none"> • Countermeasures and risk reduction • Cyber threat issues • Risk management

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Analytical
- Interpretation
- Typing
- Communication
- Computing

Required Knowledge

The individual needs to demonstrate knowledge of:

- Input and output devices
- Central processing Unit (CPU)
- Peripherals
- Storage Media
- Software concept
- Types of concept
- Function of computer software
- Data security and privacy
- Security threats and control measures
- Computer crimes
- Detection and protection of computer crimes
- Laws governing protection of ICT
- Word processing;
 - ✓ Functions and concepts of word processing.
 - ✓ Documents and tables creation and manipulations
 - ✓ Mail merging
 - ✓ Word processing utilities
- Spread sheet;
 - ✓ Meaning, formulae, function and charts, uses, layout, data manipulation and application to cell
- Networking and Internet;
 - ✓ Meaning, functions and uses of networking and internet.
 - ✓ Electronic mail and world wide web
- Emerging trends and issues in ICT;
 - ✓ Identify and apply emerging trends and issues in ICT
 - ✓ Challenges posed by emerging trends and issues

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified input, output, CPU and storage media devices of computers in accordance to computer specification
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	<p>1.2 Identified concepts, types and functions of computer software according to operation manual</p> <p>1.3 Identified and controlled security threats</p> <p>1.4 Detected and protected computer crimes</p> <p>1.5 Applied word processing in office tasks</p> <p>1.6 Prepared work sheet and applied data to the cells in accordance to workplace procedures</p> <p>1.7 Used Electronic Mail for office communication as per workplace procedure</p> <p>1.8 Applied internet and World Wide Web for office tasks in accordance with office procedures</p> <p>1.9 Applied laws governing protection of ICT</p>
2. Resource Implications	<p>2.1 Access to relevant workplace where assessment can take place</p> <p>2.2 Appropriately simulated environment where assessment can take place</p> <p>2.3 Materials relevant to the proposed activity or tasks</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 Practical assignment</p> <p>3.3 Interview</p> <p>3.4 Oral Questioning</p> <p>3.5 Observation</p>
4. Context of Assessment	<p>Competency may be assessed</p> <p>4.1 On the job</p> <p>4.2 Off the job</p> <p>4.3 During industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE ENTREPRENEURIAL SKILLS

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

UNIT DESCRIPTION

This unit covers the competencies required demonstrate entrepreneurial skills. It involves creating and maintaining small scale business, establishing small scale business customer base, managing small scale business and growing/ expanding small scale business.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Create and maintain small scale business	1. 1Generation and evaluation of business ideas is undertaken in accordance with the existing procedure 1. 2Competencies are matched with business opportunities in accordance with business practices. 1. 3Procedure for starting a small business is identified as per the legal requirements 1. 4SWOT/ PESTEL analysis and or industrial survey is carried out according to office procedures 1. 5 <i>Business operations</i> are monitored and controlled following established procedures. 1. 6Quality assurance measures are implemented in accordance with the business practices. 1. 7Good relations are maintained with staff/workers as per the workplace policies. 1. 8Policies and procedures on occupational safety and health and environmental concerns are constantly observed as per the workplace policies
2. Establish small scale business customer base	2. 1Good customer relations are maintained in accordance with office procedures 2. 2New customers and markets are identified, explored and reached out to according to the marketing plan 2. 3Promotions/Incentives are offered to loyal customers in accordance with office procedures 2. 4Additional products and services are evaluated and tried in accordance with marketing strategy

	<p>2. 5Customer record is maintained in accordance with office procedures</p>
<p>3. Manage small scale business</p>	<p>3.1 Enterprise is built up and sustained in line with judicious control of cash flows.</p> <p>3.2 Profitability of enterprise is ensured as per the internal controls.</p> <p>3.3 Unnecessary or lower-priority expenses and purchases are avoided as per the marketing strategy</p> <p>3.4 Basic cost-benefit analysis are undertaken in accordance with office procedures</p> <p>3.5 Basic financial management are undertaken in accordance with office procedures</p> <p>3.6 Basic financial accounting in undertaken in accordance with office procedures</p> <p>3.7 Business internal controls are implemented in accordance with office procedure</p> <p>3.8 Setting business priorities and strategies is carried out according to office procedures</p> <p>3.9 Preparation and interpretation of basic financial statements is undertaken in accordance with set procedures</p> <p>3.10 Preparation of business plans for small business is undertaken in accordance with business strategy</p> <p>3.11 Business Social Responsibility is maintained in accordance with Standard Operations Procedures (SOP)</p>
<p>4. Grow/ expand small scale business</p>	<p>4.1 Prepared business growth strategy for small sale business in accordance with office procedures</p> <p>4.2 Incorporated technology in small scale business growth in accordance with technological trends</p> <p>4.3 Emerging issues and trends are considered in accordance with business growth strategy</p> <p>4.4 Built audience interest in product/service according to growth strategy</p> <p>4.5 Boosted cooperate communication according to business communication strategy</p>

RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
1. Business operations may include but not limited to:	<ul style="list-style-type: none"> • Purchasing • Accounting/administrative • Work production/operations/sales • Marketing
2. Internal control may include but not limited to:	<ul style="list-style-type: none"> • Accounting systems • Financial statements/reports • Cash management • Human resource management
3. Business Strategy may include but not limited to:	<ul style="list-style-type: none"> • Management of wastages • Environmental Conservation
4. Communication strategy may include but not limited to:	<ul style="list-style-type: none"> • Blue print of exchange of information • Technology and exchange of information

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Marketing
- Advertising
- Basic bookkeeping
- Accounting
- Communication

Required Knowledge

The individual needs to demonstrate knowledge of:

- Generation and evaluation of business ideas
- Legal requirements for starting a small business
- SWOT/ PESTEL analysis

- Occupational Safety and Health
- Public relations concepts
- Business plan
- Business financing
- Marketing strategies
- Business management and control
- Production/ operation process
- Product promotion strategies
- Market and feasibility studies
- Business ethics
- Building customer relations
- Business models and strategies
- Types and categories of businesses
- Business internal controls
- Relevant national and local legislation and regulations
- Basic quality control and assurance concepts
- Building relations with customer and employees
- Building competitive advantage of the enterprise
- Business growth strategies

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1.Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated entrepreneurial skills 1.2 Demonstrate competencies to create a small-scale business 1.3 Demonstrated ability to conceptualize and plan a micro/small business 1.4 Grew customer base for the small-scale business 1.5 Demonstrated ability to manage/operate a micro/small-scale business 1.6 Demonstrated competencies to grow a micro/small-scale business
<p>2.Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Assessment location 2.2 Case studies on micro/small-scale enterprises 2.3 Assessment materials

3.Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written tests 3.2 Observation 3.3 Oral questioning 3.4 Portfolio 3.5 Projects
4.Context of Assessment	Competency may be assessed 4.1 On the job 4.2 Off the job 4.3 During industrial attachment
5.Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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DEMONSTRATE EMPLOYABILITY SKILLS

UNIT AGR/OS/AP/BC/05/4/A

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.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Conduct self-management	1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 1.2 Emotional intelligence is demonstrated as per workplace requirements. 1.3 Individual performance is evaluated and monitored according to the agreed targets. 1.4 Assertiveness is developed and maintained based on the requirements of the job. 1.5 Accountability and responsibility for own actions are demonstrated based on workplace instructions. 1.6 Self-esteem and a positive self-image are developed and maintained based on values. 1.7 Time management, attendance and punctuality are observed as per the organization policy. 1.8 Goals are managed as per the organization's objective 1.9 Self-strengths and weaknesses are identified based on personal objectives

<p>2. Demonstrate critical safe work habits</p>	<p>2.1. Stress is managed in accordance with workplace policy.</p> <p>2.2. Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>2.3. Personal objectives are integrated with organization goals based on organization's strategic plan.</p> <p>2.4. Resources are utilized in accordance with workplace policy.</p> <p>2.5. Work priorities are set in accordance to workplace goals and objectives.</p> <p>2.6. Leisure time is recognized and utilized in line with personal objectives.</p> <p>2.7. Drugs and substances of abuse are identified and avoided based on workplace policy.</p> <p>2.8. HIV and AIDS prevention awareness is demonstrated in line with workplace policy.</p> <p>2.9. Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>2.10. Emerging issues are identified and dealt with in accordance with organization policy.</p>
<p>3. Demonstrate workplace learning</p>	<p>3.1 Learning opportunities are sought and managed based on job requirement and organization policy.</p> <p>3.2 Improvement in performance is demonstrated based on courses attended.</p> <p>3.3 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>3.4 Time and effort is invested in learning new skills based on job requirements</p> <p>3.5 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.</p> <p>3.6 New systems are developed and maintained in accordance with the requirements of the job.</p> <p>3.7 Awareness of personal role in workplace innovation is demonstrated based on requirements of the job.</p>
<p>4. Demonstrate workplace ethics</p>	<p>4.1 Policies and guidelines are observed as per the workplace requirements</p> <p>4.2 Self-worth and professionalism is exercised in line with personal goals and organizational policies</p>

	<p>4.3 Code of conduct is observed as per the workplace requirements</p> <p>4.4 Integrity is demonstrated as per legal requirement</p>
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RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Range	Variable
1. Personal objectives may include but not limited to:	<ul style="list-style-type: none"> • Long term • Short term • Broad • Specific
2. Feedback may include but not limited to:	<ul style="list-style-type: none"> • Verbal • Written • Informal • Formal
3. Team may include but not limited to:	<ul style="list-style-type: none"> • Small work group • Staff in a section/department • Inter-agency group
4. Drug and substance abuse may include but not limited to:	<ul style="list-style-type: none"> • Alcohol • Tobacco • Miraa • Over-the-counter drugs • Cocaine • Bhang • Glue
5. Emerging issues may include but not limited to:	<ul style="list-style-type: none"> • Terrorism • Social media • National cohesion • Open offices
6. Range of media for learning may include but not limited to:	<ul style="list-style-type: none"> • Mentoring • peer support and networking • IT and courses

7. Innovation may include but not limited to:	<ul style="list-style-type: none"> • New ideas • Original ideas • Different ideas • Methods/procedures • Processes • New tools
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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Interpersonal
- Critical thinking
- Observation
- Organizing
- Record keeping
- Problem solving
- Decision Making
- Resource utilization

Required Knowledge

The individual needs to demonstrate knowledge of:

- Work values and ethics
- Company policies
- Company operations, procedures and standards
- Occupational Health and safety procedures
- Fundamental rights at work
- Personal hygiene practices
- Workplace communication
- Concept of time
- Time management
- Decision making
- Types of resources
- Work planning
- Record keeping
- Workplace problems and how to deal with them

- Assertiveness
- Team work
- HIV and AIDS
- Drug and substance abuse
- Safe work habits
- Professional growth and development
- Technology in the workplace
- Emerging issues
 - Social media
 - Terrorism
 - National cohesion

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Conducted self-management 1.2 Demonstrated critical safe work habits 1.3 Demonstrated workplace learning 1.4 Demonstrated workplace ethics
2. Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> 2.1. Access to relevant workplace where assessment can take place 2.2. Appropriately simulated environment where assessment can take place
3. Methods of Assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none"> 3.1 Oral questioning 3.2 Portfolio of evidence 3.3 Third Party Reports 3.4 Written tests
4. Context of Assessment	Competency may be assessed <ul style="list-style-type: none"> 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment

5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
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DEMONSTRATE ENVIRONMENTAL LITERACY

UNIT CODE: AGR/OS/AP/BC/06/4/A

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.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Control environmental hazard	1.1 Storage methods for environmentally hazardous materials are followed according to environmental regulations and OSHS. 1.2 Disposal methods of hazardous wastes are followed according to environmental regulations and OSHS. 1.3 PPE is used according to OSHS.
2. Control environmental pollution	2.1 Environmental pollution control measures are compiled following standard protocol. 2.2 Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999 2.3 Methods for minimizing noise pollution complied following environmental regulations.
3. Demonstrate sustainable use of resource s	3.1 Methods for minimizing wastage are complied with. 3.2 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing or reducing resource consumption are practiced.
4. Evaluate current practices in relation to resource usage	4.1 Information on resource efficiency systems and procedures are collected and provided as per work groups/sector

	<p>4.2 Current resource usage is measured and recorded as per work group/sector</p> <p>4.3 Current purchasing strategies are analyzed and recorded according to industry procedures.</p> <p>4.4 Current work processes to access information and data is analyzed following enterprise protocol.</p>
5. 5. Identify environmental legislations/conventions for environmental concerns	<p>5.1 Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact</p> <p>5.2 Industrial standard/environmental practices are described according to the different environmental concerns</p>

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
1. PPE may include but are not limited to:	<ul style="list-style-type: none"> • Masks • Gloves • Goggles • Safety hat • Overall • Hearing protector • Safety boots
2. Environmental pollution control measures may include but are not limited to:	<ul style="list-style-type: none"> • Methods for minimizing or stopping spread and ingestion of airborne particles • Methods for minimizing or stopping spread and inhaling gases and fumes • Methods for minimizing or stopping spread and ingestion of liquid wastes

<p>3. Waste management procedures may include but are not limited to:</p>	<ul style="list-style-type: none"> • Sorting • Storing of items • Recycling of items • Disposal of items • Handling • Transport
<p>4. Current resources usage may include but are not limited to:</p>	<ul style="list-style-type: none"> • Electric • Water • Fuel • Telecommunications • Supplies • Materials

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Measuring
- Recording
- Analytical
- Monitoring
- Writing
- Communication

Required Knowledge

The individual needs to demonstrate knowledge of:

- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS
- Types of pollution
- Environmental pollution control measures
- Different solid wastes
- Solid waste management

- Different noise pollution
- Methods of minimizing noise pollution
- Solid Waste Act
- Methods of minimizing wastage
- Waste management procedures
- Economizing of resource consumption
- Principle of 3Rs
- Types of resources
- Techniques in measuring current usage of resources
- Calculating current usage of resources
- Types of workplace environmental hazards
- Environmental regulations
- Environmental regulations applying to the enterprise.
- Procedures for assessing compliance with environmental regulations.
- 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 current work processes to access information and data Analysis of data and information

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Controlled environmental hazards 1.2 Controlled environmental pollution 1.3 Demonstrated sustainable resource use 1.4 Evaluated current practices in relation to resource usage
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace with storage facilities 2.2 Tools, materials and equipment relevant to the tasks (e.g. cleaning tools, cleaning materials, trash bags, etc.) 2.3 PPEs 2.4 Manuals and references 2.5 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection

	2.6 Case studies/scenarios relating to environmental Protection
3 Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation 3.2 Oral questioning 3.3 Written tests 3.4 Third party reports 3.5 Portfolio
4 Context of Assessment	Competency may be assessed 4.1 On the job 4.2 Off the job 4.3 During industrial attachment
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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DEMONSTRATE OCUPATIONAL SAFETY AND HEALTH PRACTICES

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Adhere to workplace procedures for hazards and risk prevention	1.1 Arrangement of work area and items in accordance with workplace procedures requirements 1.2 Work standards and procedures are followed based on instructions 1.3 <i>Prevention and control measures</i> are applied based on instructions
2. Participate in arrangements for workplace safety and health maintenance	2.1 Orientations on <i>OSH requirements and regulations</i> is undertaken in line with policy. 2.2 Feedback on occupational health and safety are provided as per workplace instructions. 2.3 Workplace procedures for reporting hazards, incidents, injuries and sickness are adhered to as per workplace policy. 2.4 <i>OSH-related training needs</i> are identified and proposed as per workplace policy.

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
1. Prevention and control measures may include but are not limited to:	<ul style="list-style-type: none">• Eliminate the hazard• Isolate the hazard• Substitute the hazard with a safer alternative• Use administrative controls to reduce the risk• Use engineering controls to reduce the risk• Use personal protective equipment• Safety, Health and Work Environment Evaluation• Periodic and/or special medical examinations of workers
2. Safety gears /PPE (Personal Protective Equipment's) may include but are not limited to:	<ul style="list-style-type: none">• 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
3. Incidents and emergencies may include but are not limited to:	<ul style="list-style-type: none">• Chemical spills• Equipment/vehicle accidents• Explosion• Fire• Gas leak• Injury to personnel• Structural collapse• Toxic and/or flammable vapors emission.
4. OSH requirements / regulations may include but are not limited to:	<ul style="list-style-type: none">• Building code• Permit to Operate

<p>5. OSH-related trainings may include but are not limited to:</p>	<ul style="list-style-type: none"> • Safety Orientations relevant to tasks • Safe and Correct Operation of Tools and Equipment • Health Orientations/trainings • Prevention and Control of OSH Hazards in the workplace • Chemical Handling • Safety Trainings • Prevention and Control of Work-related Injuries and Illness • Basic First-aid Trainings • Emergency Response Trainings • Trainings on use of fire-extinguisher
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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Knowledge management
- Collaborating
- Interpersonal
- Troubleshooting
- Critical thinking
- Observation

Required Knowledge

The individual needs to demonstrate knowledge of:

- General OSH principles and legislations
- Principles of good housekeeping (5S)
- Company/workplace policies/ guidelines
- Standards and safety requirements of work process and procedures
- Standard Workplace emergency plan and procedures
- Safety and health requirements of tasks
- Workplace guidelines on providing feedback on OSH and security concerns
- OSH regulations

- Hazard control procedures
- OSH trainings relevant to work

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	<p>1.1. Assessment requires evidence that the candidate:</p> <p>1.2. Arranged work area and items in accordance with</p> <p>1.3. workplace procedures requirements</p> <p>1.4. Followed work standards and procedures based on instructions</p> <p>1.5. Applied Prevention and control measures based on instructions</p> <p>1.6. Undertook orientations on OSH requirements and regulations in line with policy.</p> <p>1.7. Provided feedback on occupational health and safety as per workplace instructions.</p> <p>1.8. Adhered to workplace procedures for reporting hazards, incidents, injuries and sickness to as per workplace policy.</p> <p>1.9. Identified and proposed OSH-related training needs as per workplace policy.</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Access to relevant workplace where assessment can take place</p> <p>2.2 Appropriately simulated environment where assessment can take place</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Oral questioning</p> <p>3.2 Portfolio of evidence</p> <p>3.3 Third Party Reports</p> <p>3.4 Written tests</p>
4. Context of Assessment	<p>Competency may be assessed</p> <p>4.1 On-the-job</p> <p>4.2 Off-the-job</p> <p>4.3 During Industrial attachment</p>

5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
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CORE UNITS OF COMPETENCY

DEVELOP AGRI-ENTERPRISE BUSINESS PLAN

UNIT CODE: AGR/OS/AP/CR/01/4/A

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.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function .	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the range.</i>
1. Prepare to develop agri- enterprise business plan	1.1 <i>Feasibility study</i> data is collected according to supervisor instructions. 1.2 SWOT analysis and /or industrial survey carried out according to office procedures.
2. Develop agri- enterprise business plan	2.1 <i>Value chain functions</i> is mapped and linkages established 2.2 <i>Procurement plan</i> is prepared according to standard operating procedures/procurement principles. 2.3 <i>Marketing plan</i> is developed according to the nature of the product 2.4 Agripreneural <i>operational plan</i> is developed according to standard operating procedures 2.5 Small enterprise business plan is prepared depending on the size and nature of business and the client specification
3. Evaluate agri- enterprise business plan	3.1 <i>Agripreneural business plan</i> is assessed in accordance with the nature of the business 3.2 Agripreneural business plan is reviewed in accordance with assessment conducted
4. Complete development of agri- enterprise business plan	4.1 Agripreneural business plan report is prepared in accordance with standard reporting procedures

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
1. Feasibility study may include but not limited to:	<ul style="list-style-type: none">• Interviews• Quick scan• Rapid assessment
2. Value chain functions may include but not limited to:	<ul style="list-style-type: none">• Input supplies• Production• Processors• Trade
3. Procurement plan may include but not limited to:	<ul style="list-style-type: none">• Goods• Services• Time
4. Marketing plan may include but not limited to:	<ul style="list-style-type: none">• Customers• Products• Place• Price• Promotion• Cost
5. Operational plan may include but not limited to:	<ul style="list-style-type: none">• Activities• Organizational structures• Products
6. Agripreneurial business plan may include but not limited to:	<ul style="list-style-type: none">• Resources• Budget• Location

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required skills

The individual needs to demonstrate the following skills:

- Marketing
- Bookkeeping
- Analytical
- Communication
- Presentation

Required knowledge

The individual needs to demonstrate knowledge of:

- Basic market and feasibility studies
- Business management principles
- Business planning principles
- Basic accounting principles
- Basic procurement principles
- Types and categories of business

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Conducted feasibility studies in accordance with instructions given 1.2 Developed a business plan based on the results of the feasibility studies 1.3 Documented the Business plan development process is according to organizational instructions.
2. Resource Implications	The following resources must be provided: 2.1 Assessment location 2.2 Candidate reports/file 2.3 Business plans templates and data collection tools.
3. Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 Oral questioning 3.3 Third party reports

4. Context of Assessment	Competency may be assessed: 4.1 On the job 4.2 Off the job 4.3 During industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended.

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OPERATE A SMALL AGRI-ENTERPRISE

UNIT CODE: AGR/OS/AP/CR/02/4/A

UNIT DESCRIPTION

This unit specifies the competencies required to operate a small agri-enterprise. It involves developing an entrepreneurial culture, preparing to start agri-enterprise, 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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function .	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the range.</i>
1. Develop agripreneural culture	1.1 Agripreneural terminologies are defined following established procedures. 1.2 Contribution of agribusiness towards national development is identified in accordance to national development goals 1.3 Self-employment benefit are identified and emphasized to help create a positive attitude 1.4 Cultural factors that promote or inhibit agripreneural development are identified and emphasis made on agripreneural promotion 1.5 Ways of managing factors that inhibit development of agripreneural culture are identified in accordance with cultural background and national social economic situation
2. Prepare to start agri-enterprise	2.1 Myths associated with Agripreneurship, types of agripreneurs and characteristics of Agripreneurship are determined in accordance with the set procedures 2.2 Identification of sources of business ideas , generation of business ideas is undertaken in accordance with the existing procedure 2.3 Evaluation of business opportunities is undertaken according to prevailing office procedures 2.4 Competencies are matched with business opportunities in accordance with business practices.

<p>3. Implement Agri-enterprise start up processes</p>	<p>3.1 Factors to consider when starting a small business are identified according to business sector</p> <p>3.2 Forms of business ownership are identified and procedure of starting a small business stipulated according to relevant legal requirements</p> <p>3.3 Procedure of starting a small business is identified as per the legal requirements</p> <p>3.4 Challenges faced when starting a small business are identified and mitigating factors provided for in accordance with prevailing legal and regulatory requirements</p> <p>3.5 Resource requirements for a small business are specified according to nature of business</p> <p>3.6 Business life cycle is projected as per the nature of business and national social economic situation</p>
<p>4. Operate a small business</p>	<p>4.1 Relevant terms are defined in accordance with the set rules</p> <p>4.2 Small business records are maintained in accordance with office procedures</p> <p>4.3 Business support services are set up in accordance with the nature and size of business</p> <p>4.4 Marketing activities are affected according to the nature and size of business</p> <p>4.5 Small business resources are run for efficiency and profitability</p> <p>4.6 Small business records are kept for decision making purposes</p> <p>4.7 Word processing concepts are applied in the management of small business according to office procedures</p> <p>4.8 Basic computer application software and emerging trends and concerns are applied in small business management in accordance with office procedures</p>
<p>5. Assess agri-enterprise start up and operational processes</p>	<p>5.1 Agripreneurial start up operating processes are assessed based on standard business startup procedures</p> <p>5.2 Agripreneurial Operating processes are reviewed in accordance with the assessment conducted.</p>
<p>6. Complete starting agri-enterprise</p>	<p>6.1 Agripreneurial start up and operational report is prepared in accordance with standard reporting procedures</p>

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
1. Agripreneurship terminologies may include but not limited to:	<ul style="list-style-type: none">• Enterprise• Business vision. Mission, core values, objectives
2. Sources of business ideas may include but not limited to:	<ul style="list-style-type: none">• Brainstorming• Personal hobbies• Newspapers, magazines,• Friends and relatives• Accounting/Administrative work• Modern trends and concerns
3. Forms of business ownership may include but not limited to:	<ul style="list-style-type: none">• Sole proprietorship• Partnership• Limited Company• Unlimited Company
4. Resource requirement may include but not limited to:	<ul style="list-style-type: none">• Human• Equipment• Finance
5. Business life cycle may include but not limited to:	<ul style="list-style-type: none">• The start-up• Growth• Expansion• Decline of a business
6. Marketing activities may include but not limited to:	<ul style="list-style-type: none">• Digital marketing,• social media marketing

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required skills

The individual needs to demonstrate the following skills:

- Marketing skills

- Advertising
- Book keeping
- Communication skills

Required knowledge

The individual needs to demonstrate knowledge of:

- Types of agripreneurial businesses
- Basic market and feasibility studies
- Basic business ethics
- Building customer relations
- Basic principles of small business management
- Partnership building
- Basic Financial management
- Business communication principles
- Business planning
- Procurement procedures
- Product development
- SWOT tool
- Value chain analysis
- Feasibility study tools

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Collected data for feasibility study as per instructions 1.2 Identified forms of business ownership and explained the procedure of starting a small business. 1.3 Sourced agricultural products in accordance with the market demand. 1.4 Identified customers and responded to their feedback. 1.5 Identified Business Development Service Providers (BDS)
2. Resource Implications	The following resources must be provided: 2.1 Assessment location 2.2 Candidate reports/file
3. Methods of Assessment	Competency may be assessed through: 3.1 Observation

	<p>3.2 Written tests</p> <p>3.3 Third party reports</p>
4. Context of Assessment	<p>Competency may be assessed:</p> <p>4.1 On the job</p> <p>4.2 Off the job</p> <p>4.3 During industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended.</p>

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MARKET AGRICULTURAL PRODUCTS/SERVICES

UNIT CODE: AGR/OS/AP/CR/03/4/A

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.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function .	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the range.</i>
1. Prepare to market agri-enterprise products/services	1.1 <i>Market survey</i> tools are developed based on the nature and type of product/ service. 1.2 Market survey is carried out following standard procedures as instructed. 1.3 Agricultural product customers profiled according to the nature of the product and the market segment.
2. Market agri-enterprise products/ services	2.1 Agricultural products are source based on the market demand 2.2 <i>Packaging</i> is undertaken based on packaging specifications, size, type and form 2.3 Pricing is determined according to gross margin analysis 2.4 Labeling is carried out based on existing legal guidelines and company preferences 2.5 Promotion of agricultural products is done according to the target customer and available resources 2.6 Sold agricultural products based on the price determined
3. Establish and respond to customer feedback	3.1 <i>Customer feedback</i> is established based on the target market. 3.2 Continuous improvement of the product/ services is done based on customer feedback

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
1. Market survey may include but not limited to	<ul style="list-style-type: none">• Quick scan• Interviews
2. Type of product may include but not limited to	<ul style="list-style-type: none">• Agricultural product in raw, semi-processed or processed form
3. Customer feedback may include but not limited to	<ul style="list-style-type: none">• Interviews• SMS• Questionnaire

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required skills

The individual needs to demonstrate the following skills:

- Marketing
- Selling
- Communication
- Negotiation
- Problem solving
- Networking
- Analytical
- Entrepreneurial

Required knowledge

The individual needs to demonstrate knowledge of:

- Basic research methods
- Market feasibility
- Market penetration
- Gross margin
- Market mix (4Ps 2Cs)
- Product development

- Branding
- Labeling
- Promotion
- Business competitors
- Customer care
- Analytical tools
- Organizational policies and standard operating procedures

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Carried out a marketing survey according to standard procedures 1.2 Sold products to target customers in accordance with the marketing plan 1.3 Feedback from customers received, analyzed and responded to in accordance with the organizational customer care policies
2. Resource Implications	The following resources must be provided: 2.1 Agri-products/ services 2.2 Assessment location
3. Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 Oral questioning 3.3 Third party report(s)
4. Context of Assessment	Competency may be assessed: 4.1 On the job 4.2 Off the job 4.3 During industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job roles is recommended

SUPERVISE AGRIPRENEURAL OPERATIONS

UNIT CODE: AGR/OS/AP/CR/04/4/A

UNIT DESCRIPTION

This unit specifies the competencies required to supervise agripreneural operations; it involves preparing to supervise agripreneural operations, supervising agripreneural operations, evaluating supervision of agripreneural operations, completing supervision of agripreneural operations.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function .	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the range.</i>
1. Prepare to supervise agripreneural operations	1.1 Agripreneural <i>work plans</i> developed according to the nature of the agri-enterprise. 1.2 Agripreneural <i>policies</i> and <i>procedures</i> are implemented in accordance to instructions given. 1.3 Agripreneural <i>teams</i> formed in accordance with tasks at hand
2. Supervise agripreneural operations	2.1 Production and product improvement operations are carried out according to instructions given. 2.2 Agripreneural operation <i>records</i> kept according to good record keeping practices 2.3 Agripreneural <i>risks</i> Mitigated according to the instructions given
3. Evaluate supervision of agripreneural operations	3.1 Agripreneural processes assessed according to the instructions. 3.2 The process is reviewed according to the assessment conducted
4. Complete supervision of agripreneural operation	4.1 Report on the agripreneural operation prepared according to the instructions given.

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
1. Work plans include but not limited to	<ul style="list-style-type: none">• Cropping calendar• Farming operation• Procurement plans
2. Policies may include but not limited to	<ul style="list-style-type: none">• Organizational policies• County by laws• Laws e.g. Agricultural Act, Environmental management and coordination Act (EMCA)
3. Procedures may include but not limited to	<ul style="list-style-type: none">• Work schedules,• Responsibilities,• Roles• Duties• Process
4. Team may include but not limited to	<ul style="list-style-type: none">• Production teams• Division of duties• Specialization• Marketing teams
5. Records may include but not limited	<ul style="list-style-type: none">• Production records• Sales records• Gross margins
6. Risks may include but not limited to	<ul style="list-style-type: none">• Floods• Drought• Fire• Diseases

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required skills

The individual needs to demonstrate the following skills:

- Analytical skills
- Marketing
- Selling
- Communication

- Negotiation
- Problem solving
- Networking

Required knowledge

The individual needs to demonstrate knowledge of:

- Business planning
- Risk management
- Resource mobilization
- Team work and conflict management
- Financial and asset management
- Record keeping
- Marketing
- Business ethics, values and principles
- Partnership building
- Coordination

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Developed and documented work plans for agripreneurial operations 1.2 Implemented policies and procedures according to instructions 1.3 Kept agripreneurial records for the enterprise 1.4 Mitigated agripreneurial risks as instructed.
2. Resource Implications	The following resources must be provided: 2.1 Assessment location 2.2 Candidate reports
3. Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 Oral questioning 3.3 Third party report
4. Context of Assessment	Competency may be assessed: 4.1 On the job 4.2 Off the job

	4.3 During industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job roles is recommended.

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MARKET AGRICULTURAL PRODUCTS/SERVICES ONLINE

UNIT CODE: AGR/OS/AP/CR/05/4/A

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.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function .	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the range.</i>
1. Prepare for marketing products online	1.1 Agripreneural <i>templates</i> developed in accordance with the nature of the activities and standard format. 1.2 Agripreneural <i>data</i> generated in accordance with the nature of the enterprise 1.3 Online <i>platform</i> designed in accordance with the nature of the products and service providers policy guidelines 1.4 Online platform is <i>advertised</i> in accordance with the target market. 1.5 <i>Licenses</i> and <i>user rights</i> are acquired in accordance with ICT policies and procedures 1.6 Security system is designed in accordance with the user's rights
2. Sell agricultural products/services online	2.1 Agripreneural data is uploaded on line in accordance with ICT policy and type. 2.2 Enterprise information is communicated online in accordance with type of the platform. 2.3 Agripreneural products <i>quality assurance mechanism</i> is designed and implemented in accordance with the national and county policies 2.4 Transactions are conducted in accordance with the ICT service provider policies.
3. Evaluate product/service online marketing	3.1 Feedback from the users is gathered in accordance with the quality of services 3.2 System is reviewed in accordance with the feedback gathered

4. Complete marketing product/service online	4.1 Process report is prepared in accordance with market progress
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RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
1. Templates may include but not limited to	<ul style="list-style-type: none"> • Production Forms • Sales • Profit and loss
2. Data may include but not limited to	<ul style="list-style-type: none"> • Photos • Prices • Descriptions
3. Platform may include but not limited to	<ul style="list-style-type: none"> • Mobile applications • Websites • Social media.
4. Licenses may include but not limited to	<ul style="list-style-type: none"> • Permits • Rights • Ownership
5. Users right may include but not limited to	<ul style="list-style-type: none"> • Administration • Application
6. Quality assurance mechanism may include but not limited to	<ul style="list-style-type: none"> • Standard quality products • Correct information

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required skills

The individual needs to demonstrate the following skills:

- Marketing
- Selling
- Networking

- Analytical
- Entrepreneurial
- Communication

Required knowledge

The individual needs to demonstrate knowledge of:

- Basic principles of applied ICT
- Usage of computers
- Usage of mobile phones
- Usage of mobile phone applications
- Use of internet
- Communication
- Entrepreneurship
- Basic marketing
- Basic financial Principles

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 designed online platform in accordance to the nature of the products and service providers policy guidelines 1.2 Uploaded agripreneural data on line in accordance with ICT policy and type. 1.3 designed and implemented Agripreneural products quality assurance mechanism in accordance with the national and county policies
2. Resource Implications	The following resources must be provided: 2.1 Assessment location 2.2 Candidate reports/file
3. Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 Third party reports
4. Context of Assessment	Competency may be assessed: 4.1 On the job 4.2 Off the job 4.3 During industrial attachment

5. Guidance information for assessment	Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended.
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