



REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

AGRIPRENEUR

LEVEL 6



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 6. 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 6. These standards will be the basis for development of competency-based curriculum for Agripreneurship level 6.

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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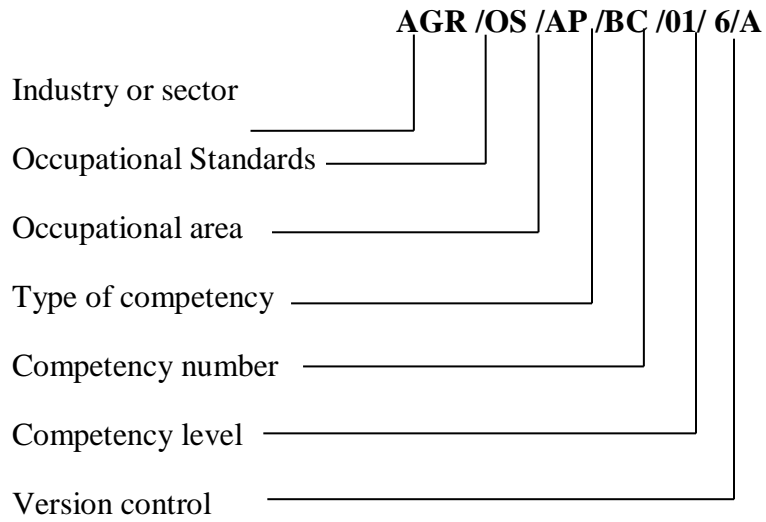
ABBREVIATIONS AND ACRONYMS

AGR	Agriculture
AP	Agripreneurship
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
KNQA	Kenya National Qualifications Authority
KNQA	Kenya National Qualifications Authority
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
TVETA	Technical and Vocational Education and Training Authority

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KEY TO UNIT CODE



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COURSE OVERVIEW

This course is designed to equip an individual with competencies for Agripreneurship. It involves developing agri-enterprise business plan, starting agri-enterprise, marketing agri-enterprise products/ services, managing agri-enterprise, applying ICT in agri-enterprise.

The units of competency comprising this qualification include the following basic and core competencies:

Basic Units of Competency

Unit Code	Unit Title
AGR/CU/AP/BC/01/6/A	Communication Skills
AGR/CU/AP/BC/02/6/A	Numeracy Skills
AGR/CU/AP/BC/03/6/A	Digital Literacy
AGR/CU/AP/BC/04/6/A	Entrepreneurial Skills
AGR/CU/AP/BC/05/6/A	Employability Skills
AGR/CU/AP/BC/06/6/A	Environmental Literacy
AGR/CU/AP/BC/07/6/A	Occupational Safety and Health Practices

Core Units of Competency

Unit Code	Unit Title
AGR/CU/PN/CR/01/6/A	Agri-Enterprise Business Plan Development
AGR/CU/AP/CR/02/6/A	Agri-Enterprise Starting
AGR/CU/AP/CR/03/6/A	Agri-Enterprise Products/ Services Marketing
AGR/CU/AP/CR/04/6/A	Agri-Enterprise Management
AGR/CU/AP/CR/05/6/A	Application Of ICT in Agri-Enterprise

BASIC UNITS OF COMPETENCY

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DEMONSTRATE COMMUNICATION SKILLS

UNIT CODE: AGR/CU/AP/BC/01/6/A

UNIT DESCRIPTION

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, developing communication strategies, establishing and maintaining communication pathways, conducting interviews, facilitating group discussion and representing the organization.

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. Meet communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met based on workplace requirements 1.2 Different communication approaches are identified and applied according to clients' needs 1.3 Conflict is identified and addressed as per the standards of the organization
2. Develop communication strategies	2.1 Strategies for effective internal and external dissemination of information are developed as per organization's requirements 2.2 Special communication needs are considered in developing strategies according workplace procedures 2.3 <i>Communication strategies</i> are analyzed, evaluated and revised based the workplace needs
3. Establish and maintain communication pathways	3.1 Pathways of communication are established as per organization policy 3.2 Pathways are maintained and reviewed according to organization procedures
4. Promote use of communication strategies	4.1 Information is provided to all areas of the organization as per strategy requirements 4.2 Effective communication techniques are articulated and modeled according work requirements 4.3 Personnel are given guidance about adapting communication strategies as per organization procedures
5. Conduct interview	5.1 A range of appropriate communication strategies are employed in <i>interview situations</i> based on the workplace requirements

	<p>5.2 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>5.3 Effective questioning, listening and nonverbal communication techniques are used as per needs</p>
6. Facilitate group discussion	<p>6.1 Mechanisms to enhance <i>effective group interaction</i> are identified and implemented according to workplace requirements</p> <p>6.2 Strategies to encourage group participation are identified and used as per organizations' procedures</p> <p>6.3 Meetings objectives and agenda are set and followed based on workplace requirements</p> <p>6.4 Relevant information is provided and feedback obtained according to set protocols</p> <p>6.5 Evaluation of group communication strategies is undertaken in accordance with workplace guidelines</p> <p>6.6 Specific communication needs of individuals are identified and addressed as per individual needs</p>
7. Represent the organization	<p>5.1 Relevant presentation are researched and presented based on internal or external communication forums requirements</p> <p>5.2 Presentation is delivered in a clear and sequential manner as per the predetermined time</p> <p>5.3 Presentation is made as per appropriate media</p> <p>5.4 Difference views are respected based on workplace procedures</p> <p>5.5 Written communication is done as per organizational standards</p> <p>5.6 Inquiries are responded according to organizational standard</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. Communication strategies may include but not limited to:	<ul style="list-style-type: none"> • Language switch • Comprehension check • Repetition • Asking confirmation • Paraphrase • Clarification request • Translation • Restructuring • Approximation • Generalization

<p>2. Effective group interaction may include but not limited to:</p>	<ul style="list-style-type: none"> • Identifying and evaluating what is occurring within an interaction in a nonjudgmental way • Using active listening • Making decision about appropriate words, behavior • Putting together response which is culturally appropriate • Expressing an individual perspective • Expressing own philosophy, ideology and background and exploring impact with relevance to communication
<p>3. Situations may include but not limited to:</p>	<ul style="list-style-type: none"> • Establishing rapport • Eliciting facts and information • Facilitating resolution of issues • Developing action plans • Diffusing potentially difficult situations

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:

- Communication process
- Dynamics of groups
- Styles of group leadership
- Key elements of communications strategy

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> <p>1.1 Developed communication strategies to meet the organization requirements and applied in the workplace</p> <p>1.2 Established and maintained communication pathways for effective communication in the workplace</p>
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	1.3 Used communication strategies involving exchanges of complex oral information
2. Resource Implications	The following resources should be provided: 4. 1 Access to relevant workplace or appropriately simulated environment where assessment can take place 4. 2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct observation 3.2 Oral questioning 3.3 Written texts
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 NUMERACY SKILLS

UNIT CODE: AGR/CU/AP/BC/02/6/A

UNIT DESCRIPTION

This unit describes the competencies required to demonstrate numeracy skills. It involves; applying a wide range of mathematical calculations for work; applying ratios, rates and proportions to solve problems; estimating, measuring and calculating measurement for work; using detailed maps to plan travel routes for work; using geometry to draw and construct 2D and 3D shapes for work; collecting, organizing and interpreting statistical data; using routine formula and algebraic expressions for work and using common functions of a scientific calculator.

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. Apply a wide range of mathematical calculations for work</p>	<p>1.1 Mathematical information embedded in a range of workplace tasks and texts is extracted as per workplace procedures.</p> <p>1.2 Mathematical information is interpreted and comprehended as per job specifications</p> <p>1.3 A range of mathematical and problem solving processes are selected and used as per job specification</p> <p>1.4 Different forms of fractions, decimals and percentages are flexibly used as per SOPs</p> <p>1.5 Calculation performed with positive and negative numbers as per SOPs</p> <p>1.6 Numbers are expressed as powers and roots and are used in calculations as per SOPs</p> <p>1.7 Calculations done using routine formulas as per SOPs</p> <p>1.8 Estimation and assessment processes are used to check outcome as per workplace procedures</p> <p>1.9 Mathematical language is used to discuss and explain the processes, results and implications of the task as per workplace procedures</p>
<p>2. Use and apply ratios, rates and proportions for work</p>	<p>2.1 Information regarding ratios, rates and proportions extracted from a range of workplace tasks and texts as per SOPs</p> <p>2.2 Mathematical information related to ratios, rate and proportions is analysed as per SOPs</p>

	<p>2.3 Problem solving processes are used to undertake the task as per workplace procedures</p> <p>2.4 Equivalent ratios and rates are simplified as per SOPs</p> <p>2.5 Quantities are calculated using ratios, rates and proportions as per SOPs</p> <p>2.6 Graphs, charts or tables are constructed to represent ratios, rates and proportions as per SOPs</p> <p>2.7 The outcomes reviewed and checked as per job specifications</p> <p>2.8 Information is record using mathematical language and symbols as per workplace procedures</p>
<p>3. Estimate, measure and calculate measurement for work</p>	<p>3.1 Measurement information embedded in workplace texts and tasks are extracted and interpreted as per job specifications</p> <p>3.2 Appropriate workplace measuring equipment are identified and selected as per job specifications</p> <p>3.3 Accurate measurements are estimated and made as per SOPs</p> <p>3.4 The area of 2D shapes including compound shapes are calculated as per SOPs</p> <p>3.5 The volume of 3D shapes is calculated using relevant formulas as per SOPs</p> <p>3.6 Sides of right angled triangles are calculated using Pythagoras' theorem as per SOPs</p> <p>3.7 conversions are perform between units of measurement as per job specification</p> <p>3.8 Problem solving processes are used to undertake the task as per workplace Procedures</p> <p>3.9 The measurement outcomes are reviewed and checked as per workplace procedures</p> <p>3.10 Information is recorded using mathematical language and symbols appropriate for the task as per workplace procedures</p>
<p>4. Use detailed maps to plan travel routes for work</p>	<p>4.1 Different types of maps are identified and interpreted as per job requirements</p> <p>4.2 Key features of maps are identified as per job requirements</p> <p>4.3 Scales are identified and interpreted as per job requirements</p> <p>4.4 Scales are applied to calculate actual distances</p> <p>4.5 Positions or locations are determined using directional information as per job requirements</p>

	<p>4.6 Routes are planned by determining directions and calculating distances, speeds and times as per job requirements</p> <p>4.7 Information is gathered and identified and relevant factors related to planning a route checked as per job requirements</p> <p>4.8 Relevant equipment is select and checked for accuracy and operational effectiveness as per job requirements</p> <p>4.9 Task is planned and recorded using specialized mathematical language and symbols appropriate for the task as per job requirements</p>
<p>5. Use geometry to draw 2D shapes and construct 3D shapes for work</p>	<p>5.1 A range of 2D shapes and 3D shapes and their uses in work contexts is identified as per job specifications</p> <p>5.2 Features of 2D and 3D shapes are named and described as per job specifications</p> <p>5.3 Types of angles in 2D and 3D shapes are identified as per job specifications</p> <p>5.4 Angles are drawn, estimated and measured using geometric instruments as per job requirements</p> <p>5.5 Angle properties of 2D shapes are named and identified as per SOPs</p> <p>5.6 Angle properties are used to evaluate unknown angles in shapes as per SOPs</p> <p>5.7 Properties of perpendicular and parallel lines are applied to shapes as per SOPs</p> <p>5.8 Understanding and use of symmetry is demonstrated as per SOPs</p> <p>5.9 Understanding and use of similarity is demonstrated as per SOPs</p> <p>5.10 The workplace tasks and mathematical processes required are identified as per workplace procedures</p> <p>5.11 2D shapes is drawn for work as per job specification</p> <p>5.12 3D shapes is constructed for work as per job specification</p> <p>5.13 The outcomes are reviewed and checked as per workplace procedures</p> <p>5.14 Specialized mathematical language and symbols appropriate for the task are used as per SOPs</p>
<p>6. Collect, organize, and interpret statistical data for work</p>	<p>6.1 Workplace issue requiring investigation are identified as per workplace procedures</p> <p>6.2 Audience / population / sample unit is determined as per workplace procedures as per workplace procedures</p>

	<p>6.3 Data to be collected is identified as per workplace procedures</p> <p>6.4 Data collection method is selected as per workplace procedures</p> <p>6.5 Appropriate statistical data is collected and organized as per SOPs</p> <p>6.6 Data is illustrated in appropriate formats as per SOPs</p> <p>6.7 The effectiveness of different types of graphs are compared as per SOPs</p> <p>6.8 The summary statistics for collected data is calculated as per SOPs</p> <p>6.9 The results / findings are interpreted as per SOPs</p> <p>6.10 Data is checked to ensure that it meets the expected results and content as per workplace procedures</p> <p>6.11 Information from the results including tables, graphs and summary statistics is extracted and interpreted as per workplace procedure</p> <p>6.12 Mathematical language and symbols are used to report results of investigation as per workplace procedure</p>
7. Use routine formula and algebraic expressions for work	<p>7.1 Understanding of informal and symbolic notation, representation and conventions of algebraic expressions is demonstrated as per SOPs</p> <p>7.2 Simple algebraic expressions and equations are developed as per job specification</p> <p>7.3 Operate on algebraic expressions as per job requirement</p> <p>7.4 Algebraic expressions are simplified as per job requirement</p> <p>7.5 Substitution into simple routine equations is done as per SOPs</p> <p>7.6 Routine formulas used for work tasks are identified and comprehended as per SOPs</p> <p>7.7 Routine formulas are evaluate by substitution as per SOPs</p> <p>7.8 Routine formulas transposed as per SOPs</p> <p>7.9 Appropriate formulas are identified and used for work related tasks as per workplace procedures</p> <p>7.10 Outcomes are checked and result of calculation used as per workplace procedures</p>
8. Use common functions of a scientific calculator for work	<p>8.1 Required numerical information to perform tasks is located as per job specification</p> <p>8.2 The order of operations and function keys necessary to solve mathematical calculation are determined as per job specification</p>

	<p>8.3 Function keys on a scientific calculator are identified and used as per SOPs</p> <p>8.4 Estimations are referred to check reasonableness of problem solving process as per workplace procedures</p> <p>8.5 Appropriate mathematical language, symbols and conventions are used to report results as per workplace procedures</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
1. 2D shapes may include but not limited to:	<ul style="list-style-type: none"> • Triangles • Square • Rectangle • Triangle

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	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1. 1Developed communication strategies to meet the organization requirements and applied in the workplace 1. 2Established and maintained communication pathways for effective communication in the workplace 1. 3 Used communication strategies involving exchanges of complex oral information
2. Resource Implications	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1 Written texts
4. Context of Assessment	<p>Competency may be assessed</p> <ol 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 DIGITAL LITERACY

UNIT CODE: AGR/CU/AP/BC/03/6/A

UNIT DESCRIPTION

This unit describes competencies required to demonstrate digital literacy. It involves, identifying computer software and hardware, applying security measures to data, hardware, and software in automated environment, applying computer software in solving task, applying internet and email in communication at workplace, applying desktop publishing in official assignments and preparing presentation packages.

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 appropriate computer software and hardware	1.1 Concepts of ICT are determined in accordance with computer equipment 1.2 Classifications of computers are determined in accordance with manufacturers specification 1.3 Appropriate computer software is identified according to manufacturer's specification 1.4 Appropriate computer hardware is identified according to manufacturer's specification 1.5 Functions and commands of operating system are determined in accordance with manufacturer's specification
2. Apply security measures to data, hardware, software in automated environment	2.1 <i>Data security and privacy are classified</i> in accordance with the prevailing technology 2.2 <i>Security threats identified and control measures</i> are applied in accordance with laws governing protection of ICT 2.3 Computer threats and crimes are detected in accordance to Information Management security 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 <i>Word processing concepts</i> are applied in resolving workplace tasks, report writing and documentation as per the job requirements 3.2 <i>Word processing utilities</i> are applied in accordance with workplace procedures 3.3 Worksheet layout is prepared in accordance with work procedures

	<p>3.4 Worksheet is build and data manipulated in the worksheet in accordance with workplace procedures</p> <p>3.5 Continuous data manipulated on worksheet is undertaken in accordance with work requirements</p> <p>3.6 Database design and manipulation is undertaken in accordance with office procedures</p> <p>3.7 Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures</p>
4. Apply internet and email in communication at workplace	<p>4.1 Electronic mail addresses are opened and applied in workplace communication in accordance with office policy</p> <p>4.2 Office internet functions are defined and executed in accordance with office procedures</p> <p>4.3 <i>Network configuration</i> is determined in accordance with office operations procedures</p> <p>4.4 Official World Wide Web is installed and managed according to workplace procedures</p>
5. Apply Desktop publishing in official assignments	<p>5.1 Desktop publishing functions and tools are identified in accordance with manufactures specifications</p> <p>5.2 Desktop publishing tools are developed in accordance with work requirements</p> <p>5.3 Desktop publishing tools are applied in accordance with workplace requirements</p> <p>5.4 Typeset work is enhanced in accordance with workplace standards</p>
6. Prepare presentation packages	<p>6.1 Types of presentation packages are identified in accordance with office requirements</p> <p>6.2 Slides are created and formulated in accordance with workplace procedures</p> <p>6.3 Slides are edited and run in accordance with work procedures</p> <p>6.4 Slides and handouts are printed according to work requirements</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. Appropriate computer hardware may include but not limited to:	<p>Collection of physical parts of a computer system such as;</p> <ul style="list-style-type: none"> • Computer case, monitor, keyboard, and mouse • All the parts inside the computer case, such as the hard disk drive, motherboard and video card

2. Data security and privacy may include but not limited to:	<ul style="list-style-type: none"> • Confidentiality of data • Cloud computing • Integrity -but-curious data surfing
3. Security and control measures may include but not limited to:	<ul style="list-style-type: none"> • Counter measures against cyber terrorism • Risk reduction • Cyber threat issues • Risk management • Pass-wording
4. Security threats may include but not limited to:	<ul style="list-style-type: none"> • Cyber terrorism • Hacking

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
- Interpretation
- Typing
- Communication
- Computing (applying fundamental operations such as addition, subtraction, division and multiplication)
- Using calculator
- Basic ICT skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Software concept
- Functions of computer software and hardware
- Data security and privacy
- Computer security threats and control measures
- Technology underlying cyber-attacks and networks
- Cyber terrorism
- 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 sheets;
 - ✓ Meaning, formulae, function and charts, uses and layout
 - ✓ Data formulation, manipulation and application to cells
 - ✓
- Database;
 - ✓ Database design, data manipulation, sorting, indexing, storage retrieval and security
- Desktop publishing;
 - ✓ Designing and developing desktop publishing tools
 - ✓ Manipulation of desktop publishing tools
 - ✓ Enhancement of typeset work and printing documents
- Presentation Packages;
 - ✓ Types of presentation Packages
 - ✓ Creating, formulating, running, editing, printing and presenting slides and handouts
- Networking and Internet;
 - ✓ Computer networking and internet.
 - ✓ Electronic mail and world wide web
- Emerging trends and issues in ICT;
 - ✓ Identify and integrate 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: <ul style="list-style-type: none"> 1.1 Identified and controlled security threats 1.2 Detected and protected computer crimes 1.3 Applied word processing in office tasks 1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures 1.5 Opened electronic mail for office communication as per workplace procedure 1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures 1.7 Integrated emerging issues in computer ICT applications 1.8 Applied laws governing protection of ICT
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 may be assessed through: 3.1 Written Test 3.2 Demonstration 3.3 Practical assignment 3.4 Interview/Oral Questioning
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 ENTREPRENEURIAL SKILLS

UNIT CODE : AGR/CU/AP/BC/04/6/A

UNIT DESCRIPTION

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship, and self-employment, identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation, developing business innovative strategies and developing business plan.

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. Demonstrate understanding of an Entrepreneur	<ul style="list-style-type: none"> 1. 1Entrepreneurs and Business persons are distinguished as per principles of entrepreneurship 1. 2<i>Types of entrepreneurs</i> are identified as per principles of entrepreneurship 1. 3Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship 1. 4<i>Characteristics of Entrepreneurs</i> are identified as per principles of Entrepreneurship 1. 5Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship
2. Demonstrate understanding of Entrepreneurship and self-employment	<ul style="list-style-type: none"> 2. 1Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship 2. 2Importance of self-employment is analysed based on business procedures and strategies 2. 3<i>Requirements for entry into self-employment</i> are identified according to business procedures and strategies 2. 4Role of an Entrepreneur in business is determined according to business procedures and strategies 2. 5Contributions of Entrepreneurs to National development are identified as per business procedures and strategies

	<p>2. 6 Entrepreneurship culture in Kenya is explored as per business procedures and strategies</p> <p>2. 7 Born or made Entrepreneurs are distinguished as per entrepreneurial traits</p>
3. Identify Entrepreneurship opportunities	<p>3.1 Sources of business ideas are identified as per business procedures and strategies</p> <p>3.2 Business ideas and opportunities are generated as per business procedures and strategies</p> <p>3.3 Business life cycle is analysed as per business procedures and strategies</p> <p>3.4 Legal aspects of business are identified as per procedures and strategies</p> <p>3.5 Product demand is assessed as per market strategies</p> <p>3.6 Types of business environment are identified and evaluated as per business procedures</p> <p>3.7 Factors to consider when evaluating business environment are explored based on business procedure and strategies</p> <p>3.8 Technology in business is incorporated as per best practice</p>
4. Create entrepreneurial awareness	<p>4.1 Forms of businesses are explored as per business procedures and strategies</p> <p>4.2 Sources of business finance are identified as per business procedures and strategies</p> <p>4.3 Factors in selecting source of business finance are identified as per business procedures and strategies</p> <p>4.4 Governing policies on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies</p> <p>4.5 Problems of starting and operating SSEs are explored as per business procedures and strategies</p>
5. Apply entrepreneurial motivation	<p>5.1 Internal and external motivation factors are determined in accordance with motivational theories</p> <p>5.2 Self-assessment is carried out as per entrepreneurial orientation</p> <p>5.3 Effective communications are carried out in accordance with communication principles</p> <p>5.4 Entrepreneurial motivation is applied as per motivational theories</p>
6. Develop innovative business strategies	<p>6.1 Business innovation strategies are determined in accordance with the organization strategies</p>

	<p>6.2 Creativity in business development is demonstrated in accordance with business strategies</p> <p>6.3 <i>Innovative business strategies</i> are developed as per business principles</p> <p>6.4 Linkages with other entrepreneurs are created as per best practice</p> <p>6.5 ICT is incorporated in business growth and development as per best practice</p>
7. Develop Business Plan	<p>7.1 Identified Business is described as per business procedures and strategies</p> <p>7.2 Marketing plan is developed as per business plan format</p> <p>7.3 Organizational/Management plan is prepared in accordance with business plan format</p> <p>7.4 Production/operation plan in accordance with business plan format</p> <p>7.5 Financial plan is prepared in accordance with the business plan format</p> <p>7.6 Executive summary is prepared in accordance with business plan format</p> <p>7.7 Business plan is presented as per best practice</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. Types of entrepreneurs may include but not limited to:	<ul style="list-style-type: none"> • Innovators • Imitators • Craft • Opportunistic • Speculators
2. Characteristics of Entrepreneurs may include but not limited to:	<ul style="list-style-type: none"> • Creative • Innovative • Planner • Risk taker • Networker • Confident • Flexible • Persistent • Patient • Independent • Future oriented • Goal oriented

3. Requirements for entry into self-employment may include but not limited to	<ul style="list-style-type: none"> • Technical skills • Management skills • Entrepreneurial skills • Resources • Infrastructure
4. Internal and external motivation may include but not limited to:	<ul style="list-style-type: none"> • Interest • Passion • Freedom • Prestige • Rewards • Punishment • Enabling environment • Government policies
5. Business environment may include but not limited to:	<ul style="list-style-type: none"> • External • Internal • Intermediate
6. Forms of businesses may include but not limited to:	<ul style="list-style-type: none"> • Sole proprietorship • Partnership • Limited companies • Cooperatives
7. Governing policies may include but not limited to:	<ul style="list-style-type: none"> • Increasing scope for finance • Promoting cooperation between entrepreneurs and private sector • Reducing regulatory burden on entrepreneurs • Developing IT tools for entrepreneurs
8. Innovative business strategies may include but not limited to:	<ul style="list-style-type: none"> • New products • New methods of production • New markets • New sources of supplies • Change in industrialization

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
- Management

- Problem-solving
- Root-cause analysis
- Communication

Required Knowledge

The individual needs to demonstrate knowledge of:

- Decision making
- Business communication
- Change management
- Competition
- Risk
- Net working
- Time management
- Leadership
- Factors affecting entrepreneurship development
- Principles of Entrepreneurship
- Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
- Conflict resolution
- Health, safety and environment (HSE) principles and requirements
- Customer care strategies
- Basic financial management
- Business strategic planning
- Impact of change on individuals, groups and industries
- Government and regulatory processes
- Local and international market trends
- Product promotion strategies
- Market and feasibility studies
- Government and regulatory processes
- Local and international business environment
- Relevant developments in other industries
- Regional/ County business expansion strategies

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	1. 1 Assessment requires evidence that the candidate: 1. 2 Distinguished entrepreneurs and businesspersons correctly 1. 3 Identified ways of becoming an entrepreneur appropriately
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	<ul style="list-style-type: none"> 1. 4 Explored factors affecting entrepreneurship development appropriately 1. 5 Analysed importance of self-employment accurately 1. 6 Identified requirements for entry into self-employment correctly 1. 7 Identified sources of business ideas correctly 1. 8 Generated Business ideas and opportunities correctly 1. 9 Analysed business life cycle accurately 1. 10 Identified legal aspects of business correctly 1. 11 Assessed product demand accurately 1. 12 Determined Internal and external motivation factors appropriately 1. 13 Carried out communications effectively 1. 14 Identified sources of business finance correctly 1. 15 Determined Governing policy on small scale enterprise appropriately 1. 16 Explored problems of starting and operating SSEs effectively 1. 17 Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly 1. 18 Prepared executive summary correctly 1. 19 Determined business innovative strategies appropriately 1. 20 Presented business plan effectively
2. Resource Implications	<p>The following resources should be provided:</p> <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	<ul style="list-style-type: none"> 3.1 Written tests 3.2 Oral questions 3.3 Third party report 3.4 Interviews 3.5 Portfolio
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 EMPLOYABILITY SKILLS

UNIT CODE: AGR/CU/AP/BC/05/6/A

UNIT DESCRIPTION

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance.

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. 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
2. Demonstrate interpersonal communication	2.1 Writing skills are demonstrated as per communication policy 2.2 Negotiation and persuasion skills are demonstrated as per communication policy 2.3 Internal and external stakeholders' needs are identified and interpreted as per the communication policy

	<p>2.4 Communication networks are established based on workplace policy</p> <p>2.5 Information is shared as per communication policy</p>
<p>3. Demonstrate critical safe work habits</p>	<p>3.1 Stress is managed in accordance with workplace policy.</p> <p>3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>3.3 Personal objectives are integrated with organization goals based on organization’s strategic plan.</p> <p>3.4 Resources are utilized in accordance with workplace policy.</p> <p>3.5 Work priorities are set in accordance to workplace goals and objectives.</p> <p>3.6 Leisure time is recognized and utilized in line with personal objectives.</p> <p>3.7 Drugs and substances of abuse are identified and avoided based on workplace policy.</p> <p>3.8 HIV and AIDS prevention awareness is demonstrated in line with workplace policy.</p> <p>3.9 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>3.10 Emerging issues are identified and dealt with in accordance with organization policy.</p>
<p>4. Lead a workplace team</p>	<p>4.1 Performance targets for the team are set based on organization’s objectives</p> <p>4.2 Duties are assigned in accordance with the organization policy.</p> <p>4.3 Forms of communication in a team are established according to organization’s policy.</p> <p>4.4 Team performance is evaluated based on set targets as per workplace policy.</p> <p>4.5 Conflicts are resolved between team members in line with organization policy.</p> <p>4.6 Gender related issues are identified and mainstreamed in accordance workplace policy.</p> <p>4.7 Human rights and fundamental freedoms are identified and respected as Constitution of Kenya 2010.</p> <p>4.8 Healthy relationships are developed and maintained in line with workplace.</p>
<p>5. Plan and organize work</p>	<p>5.1 Work plans are prepared based on activities and budget.</p> <p>5.2 Assigned tasks are interpreted and expectations identified as per the workplace instructions.</p> <p>5.3 Task occupational safety and health requirements are identified and observed regulations.</p>

	<p>5.4 Work resources are identified, mobilized, allocated and utilized based on organization work plans.</p> <p>5.5 Work activities are monitored and evaluated in line with work plans and workplace policy.</p> <p>5.6 Work plans are reviewed based on target and available resources.</p>
6. Maintain professional growth and development	<p>6.1 Personal training needs are identified and assessed in line with the requirements of the job.</p> <p>6.2 Training and career opportunities are identified and utilized based on job requirements.</p> <p>6.3 Resources for training are mobilized and allocated based organizations and individual skills needs.</p> <p>6.4 Licensees and certifications relevant to job and career are obtained and renewed as per policy.</p> <p>6.5 Work priorities and personal commitments are balanced and managed based on requirements of the job and personal objectives.</p> <p>6.6 Recognitions are sought as proof of career advancement in line with professional requirements.</p>
7. Demonstrate workplace learning	<p>7.1 Learning opportunities are sought and managed based on job requirement and organization policy.</p> <p>7.2 Improvement in performance is demonstrated based on courses attended.</p> <p>7.3 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>7.4 Time and effort is invested in learning new skills based on job requirements</p> <p>7.5 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.</p> <p>7.6 New systems are developed and maintained in accordance with the requirements of the job.</p> <p>7.7 Awareness of personal role in workplace innovation is demonstrated based on requirements of the job.</p>
8. Demonstrate problem solving skills	<p>8.1 Creative, innovative and practical solutions are developed based on the problem</p> <p>8.2 Independence and initiative in identifying and solving problems is demonstrated based on requirements of the job.</p> <p>8.3 Team problems are solved as per the workplace guidelines</p> <p>8.4 Problem solving strategies are applied as per the workplace guidelines</p> <p>8.5 Problems are analyzed and assumptions tested as per the context of data and circumstances</p>

9. Manage ethical performance	9.1 Policies and guidelines are observed as per the workplace requirements 9.2 Self-worth and professionalism is exercised in line with personal goals and organizational policies 9.3 Code of conduct is observed as per the workplace requirements 9.4 Integrity is demonstrated as per legal requirement
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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.

Variable	Range
1. Drug and substance abuse may include but not limited to:	Commonly abused <ul style="list-style-type: none"> • Alcohol • Tobacco • Miraa • Over-the-counter drugs • Cocaine • Bhang • Glue
2. Feedback may include but not limited to:	<ul style="list-style-type: none"> • Verbal • Written • Informal • Formal
3. Relationships may include but not limited to:	<ul style="list-style-type: none"> • Man/Woman • Trainer/trainee • Employee/employer • Client/service provider • Husband/wife • Boy/girl • Parent/child • Sibling relationships
4. Forms of communication may include but not limited to:	<ul style="list-style-type: none"> • Written • Visual • Verbal • Non verbal • Formal and informal

5. Team may include but not limited to:	<ul style="list-style-type: none"> • Small work group • Staff in a section/department • Inter-agency group
6. Personal growth may include but not limited to:	<ul style="list-style-type: none"> • Growth in the job • Career mobility • Gains and exposure the job gives • Net workings • Benefits that accrue to the individual as a result of noteworthy performance
7. Personal objectives may include but not limited to:	<ul style="list-style-type: none"> • Long term • Short term • Broad • Specific
8. Trainings and career opportunities may include but not limited to	<ul style="list-style-type: none"> • Participation in training programs • Serving as Resource Persons in conferences and workshops
9. Resource may include may but not limited to:	<ul style="list-style-type: none"> • Human • Financial • Technology
10. Innovation may include but not limited to:	<ul style="list-style-type: none"> • New ideas • Original ideas • Different ideas • Methods/procedures • Processes • New tools
11. Emerging issues may include but not limited to:	<ul style="list-style-type: none"> • Terrorism • Social media • National cohesion • Open offices
12. 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

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:

- Interpersonal
- Communication

- Critical thinking
- Organisational
- Negotiation
- Monitoring
- Evaluation
- Record keeping
- Problem solving
- Decision Making
- Resource utilization
- Resource mobilization

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
- Workplace communication
- Concept of time
- Time management
- Decision making
- Types of resources
- Work planning
- Organizing work
- Monitoring and evaluation
- Record keeping
- Gender mainstreaming
- HIV and AIDS
- Drug and substance abuse
- Professional growth and development
- Technology in the workplace
- Innovation
- Emerging 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Conducted self-management 1.2 Demonstrated interpersonal communication 1.3 Demonstrated critical safe work habits 1.4 Demonstrated the ability to lead a workplace team 1.5 Planned and organized work 1.6 Maintained professional growth and development 1.7 Demonstrated workplace learning 1.8 Demonstrated problem solving skills 1.9 Demonstrated the ability to manage performance ethically
2. Resource Implications	<p>The following resources should be provided:</p> <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	<p>Competency in this unit may be assessed through:</p> <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	<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 ENVIRONMENTAL LITERACY

UNIT CODE: AGR/CU/AP/BC/06/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to demonstrate environmental literacy. It involves, controlling environmental hazard and environmental pollution, demonstrating sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs, monitoring activities on environmental protection/Programs, analyzing resource use and developing resource conservation plans

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. Control environmental hazard</p>	<p>1.1 Storage methods for environmentally hazardous materials are strictly followed according to environmental regulations and OSHS.</p> <p>1.2 Disposal methods of hazardous wastes are followed according to environmental regulations and OSHS.</p> <p>1.3 PPE is used according to OSHS.</p>
<p>2. Control environmental Pollution</p>	<p>2.1 Environmental pollution control measures are implemented in accordance with international protocols.</p> <p>2.2 Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999</p> <p>2.3 Methods for minimizing noise pollution is complied with based on <i>Noise and Excessive Vibration Pollution and Control Regulations, 2009</i></p>
<p>3. Demonstrate sustainable resource use</p>	<p>3.1 Methods for minimizing wastage are complied with based on organizational waste management guide</p> <p>3.2 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle)</p> <p>3.3 Methods for economizing and reducing resource consumption are practiced as per the Constitution of Kenya 2010 Article 69.</p>

<p>4. Evaluate current practices in relation to resource usage</p>	<p>4.1 Information on resource efficiency systems and procedures are collected and provided as per work groups/sector</p> <p>4.2 Current resource usage is measured and recorded as per work group</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>
<p>5. Identify environmental legislations/conventions for environmental concerns</p>	<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>
<p>6. Implement specific environmental programs</p>	<p>6.1 Programs/Activities are identified according to organizations policies and guidelines.</p> <p>6.2 Individual roles/responsibilities are determined and performed based on the activities identified.</p> <p>6.3 Problems/constraints encountered are resolved in accordance with organizations' policies and guidelines</p> <p>6.4 Stakeholders are consulted based on company guidelines</p>
<p>7. Monitor activities on Environmental protection/Programs</p>	<p>7.1 Activities are periodically monitored and Evaluated according to the objectives of the environmental program</p> <p>7.2 Feedback from stakeholders are gathered and considered in Proposing enhancements to the program based on consultations</p> <p>7.3 Data gathered are analyzed based on Evaluation requirements</p> <p>7.4 Recommendations are submitted based on the findings</p> <p>7.5 Management support systems are set/established to sustain and enhance the program</p> <p>7.6 Environmental incidents are monitored and reported to concerned/proper authorities</p>
<p>8. Analyze resource use</p>	<p>8.1. All resource consuming processes are Identified as per the organizational work plan</p> <p>8.2. Quantity and nature of resource consumed is determined based on processes</p> <p>8.3. Resource flow is analyzed as per different parts of the process.</p> <p>8.4. Wastes are classified according to NEMA regulations on waste management.</p>

9. Develop resource Conservation plans	<p>9.1. Efficiency of use/conversion of resources is determined according to industry protocol.</p> <p>9.2. Causes of low efficiency of use of resources are Determined based on industry protocol.</p> <p>9.3. Plans for increasing the efficiency of resource use are developed based on findings.</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
1. PPE may include but not limited to	<ul style="list-style-type: none"> • Mask • Gloves • Goggles • Safety hat • Overall • Hearing protector
2. Control measures may include but 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 ingestion of gases and fumes • Methods for minimizing or stopping spread and ingestion of liquid wastes

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
- Communication
- Writing

Required Knowledge

The individual needs to demonstrate knowledge of:

- PPEs
- Environmental regulations
- OSHS
- Pollution
- Waste management
- Principle of 3Rs
- Types of resources
- Techniques in measuring current usage of resources
- Environmental hazards
- Regulatory requirements

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 Controlled environmental hazard 1.2 Controlled environmental pollution 1.3 Demonstrated sustainable resource use 1.4 Evaluated current practices in relation to resource usage 1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns. 1.6 Described industrial standard environmental practices according to the different environmental issues/concerns. 1.7 Resolved problems/ constraints encountered based on management standard procedures 1.8 Implemented and monitored environmental practices on a periodic basis as per company guidelines 1.9 Recommended solutions for the improvement of the program 1.10 Monitored and reported to proper authorities any environmental incidents
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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) 2.3 PPE, manuals and references 2.4 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.5 Case studies/scenarios relating to environmental Protection
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Oral questioning 3.2 Written examination 3.3 Interview/Third Party Reports 3.4 Portfolio of Evidence
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 OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: AGR/CU/AP/BC/07/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risks, identifying and implementing appropriate control measures to hazards and risks and implementing OSH programs, procedures and policies/guidelines.

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 workplace hazards and risk	1.1 <i>Hazards</i> in the workplace are identified <i>based their indicators</i> 1.2 Risks and hazards are evaluated based on legal requirements. 1.3 <i>OSH concerns</i> raised by workers are addressed as per legal requirements.
2. Control OSH hazards	2.1 Hazard prevention <i>and control measures</i> are implemented as per legal requirement. 2.2 Risk assessment is conducted and a risk matrix developed based on likely impact. 2.3 <i>Contingency measures</i> , including <i>emergency procedures</i> during workplace <i>incidents and emergencies</i> are recognized and established in accordance with organization procedures.
3. Implement OSH programs	3.1 Company OSH program are identified, evaluated and reviewed based on legal requirements. 3.2 Company OSH programs are implemented as per legal requirements. 3.3 Workers are capacity built on OSH standards and procedures as per legal requirements 3.4 <i>OSH-related records</i> are maintained as per legal requirements.

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. Hazards may include but not limited to:	<ul style="list-style-type: none">• Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation• Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects• Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors• Ergonomics• Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles• Physiological factors – monotony, personal relationship, work out cycle• Safety hazards (unsafe workplace condition) –confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris• Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work)
2. Indicators may include but not limited to:	<ul style="list-style-type: none">• Increased of incidents of accidents, injuries• Increased occurrence of sickness or health complaints/ symptoms• Common complaints of workers related to OSH• High absenteeism for work-related reasons
3. OSH concerns may include but not limited to:	<ul style="list-style-type: none">• Workers’ experience/observance on presence of work hazards• Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks)• Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines

<p>4. Safety gears /PPE (Personal Protective Equipment) may include but not limited to:</p>	<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
<p>5. Appropriate risk controls may include but not limited to:</p>	<ul style="list-style-type: none"> • Appropriate risk controls in order of impact are as follows: • Eliminate the hazard altogether (i.e., get rid of the dangerous machine) • Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) • Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) • Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) • Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) • Use personal protective equipment (i.e., wear gloves and goggles when using the machine)
<p>6. Contingency measures may include but not limited to:</p>	<ul style="list-style-type: none"> • Evacuation • Isolation • Decontamination • (Calling designed) emergency personnel
<p>7. Incidents and emergencies may include but not limited to:</p>	<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.
<p>8. OSH-related Records may include but not limited to:</p>	<ul style="list-style-type: none"> • Medical/Health records • Incident/accident reports • Sickness notifications/sick leave application • OSH-related trainings obtained

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
- Presentation
- Risk assessment
- Evaluation
- Critical thinking
- Problem solving
- Negotiation

Required Knowledge

The individual needs to demonstrate knowledge of:

- General OSH Principles
- Occupational hazards/risks recognition
- OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
- National OSH regulations; company OSH policies and protocols
- Systematic gathering of OSH issues and concerns
- General OSH principles
- National OSH regulations
- Company OSH and recording protocols, procedures and policies/guidelines
- Training and/or counseling methodologies and strategies

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 hazards in the workplace based their indicators 1.2 Evaluated workplace hazards based on legal requirements. 1.3 Addressed OSH concerns raised by workers as per legal requirements. 1.4 Implemented hazard prevention and control measures as per legal requirement. 1.5 Conducted risk assessment as per legal requirement. 1.6 Developed risk matrix based on likely impact.
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	<p>1.7 Recognized and established contingency measures in accordance with organization procedures.</p> <p>1.8 Identified, evaluated and reviewed company OSH program based on legal requirements.</p> <p>1.9 Implemented company OSH programs as per legal requirements.</p> <p>1.10 Capacity built workers on OSH standards and procedures as per legal requirements</p> <p>1.11 Maintained OSH-related records as per legal requirements.</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.3 Access to relevant workplace where assessment can take place</p> <p>2.4 Appropriately simulated environment where assessment can take place</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.5 Oral questioning</p> <p>3.6 Portfolio of evidence</p> <p>3.7 Third Party Reports</p> <p>3.8 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	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

CORE UNITS OF COMPETENCY

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DEVELOP AGRI-ENTERPRISE BUSINESS PLAN

UNIT CODE: AGR/OS/AP/CR/01/6/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, evaluating agri-enterprise business plan and completing development of agri-enterprise business plan.

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. Prepare to develop agri- enterprise business plan	1.1 <i>Tools</i> for feasibility study are developed and/ or acquired based on the study methodology plan 1.2 <i>Feasibility study</i> is conducted in accordance with standard procedures 1.3 A <i>SWOT</i> analysis is conducted in accordance with standard procedures 1.4 Templates for <i>business plan</i> are acquired based on standard business planning procedure
2. Develop agri- enterprise business plan	2.1 Marketing plan is developed in accordance with marketing principles 2.2 Management plan enterprise is developed in accordance with the principles of management 2.3 Operational plan of the enterprise is developed in accordance with standard operating procedures 2.4 Financial plan is developed in accordance with standard financial management principles and organizational financial manual 2.5 Procurement plan is developed in accordance with organizational procurement policies 2.6 <i>Business strategies</i> are developed based on the business plan
3. Evaluate agri- enterprise business plan	3.1 Viability of business is assessed based on the <i>investment plan</i> 3.2 Quality of business plan is assessed based on standard business planning procedures

	3.3 Review the business plan based on the quality assessment report
4. Complete development of agri-enterprise business plan	<p>4.1 Business plan is documented and filed in accordance with organizational policies and procedures</p> <p>4.2 Business planning project report is prepared in accordance with enterprise policies and procedures/clients' specifications.</p> <p>4.3 Business plan is shared with relevant stakeholders according to organizational policies.</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. Tools may include but not limited to	<ul style="list-style-type: none"> • Questionnaires • Observation charts • Checklists • Set of guided questions • Marketing template • Management templates • Production template
2. Feasibility study may include but not limited to	<ul style="list-style-type: none"> • Practicality • Possibility of • Viability • Profitability of business
3. SWOT may include but not limited to	<p>Tool to be used by enterprise to analyze factors that will affect the performance of the enterprise.</p> <ul style="list-style-type: none"> • Strengths • Weakness • Opportunities • Threats
4. Business plan may include but not limited to	<ul style="list-style-type: none"> • Idea of Describes the nature, objectives and business strategies
5. Business strategy may include but not limited to	<ul style="list-style-type: none"> • A written document • Contains information about how the company will implement the business plan
	<ul style="list-style-type: none"> • Documentation of execution to completion of an assignment carried out over a given period of time

6. Project report may include but not limited to	
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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:

- Analytical
- Entrepreneurial
- Communication
- Leadership
- Management
- Presentation skills
- Negotiation
- Marketing
- Selling
- Problem solving
- Networking

Required knowledge

The individual needs to demonstrate knowledge of:

- Enterprise
- Strategy formulation
- Feasibility studies
- SWOT tool
- PESTEL tool
- Principles of market planning
- Business management principles
- Business planning
- Principles of operational planning
- Principles of financial planning
- Human resources development
- Basic accounting principles
- Basic financial management principles
- Financial records and recording tools
- Basic procurement principles

- 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 Conducted feasibility studies in accordance with standard procedures 1.2 Business plan and agri-enterprise strategies are developed based on the results of the feasibility studies 1.3 Agri-enterprise strategy and business plan are documented according to organizational policies and procedures 1.4 The business plan is shared with relevant personnel in accordance with the organizational policies and client according to clients' specification.
2. Resource Implications	The following resources must be provided: 2.1 Assessment location 2.2 Candidate reports/file 2.3 Business plans templates and tools.
3. Methods of Assessment	Competency may be assessed through: 3.1 Interview 3.2 Written tests 3.3 Oral questioning 3.4 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 subsector, workplace and job roles is recommended..

START AGRI-ENTERPRISE

UNIT CODE: AGR/OS/AP/CR/02/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to start an Agri-enterprise. It involves preparing to start agri-enterprise, implementing agri-enterprise operations, evaluating agri-enterprise 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. Prepare to start agri-enterprise	1.1 Business ideas are generated in accordance with business identification processes 1.2 Feasibility study is conducted in accordance with standard procedures using the developed tools 1.3 A <i>SWOT and value chain analysis</i> are done in accordance with standard guidelines 1.4 <i>Business name</i> search is carried out in accordance to the regulatory framework 1.5 The agri-enterprise is registered in accordance with national and county business registration requirements 1.6 <i>Financial services</i> and business development services necessary for the enterprise were identified and accessed in accordance to the business plan 1.7 Enterprise is located at an appropriate site in accordance with business plan, enterprise strategy and legal and regulatory requirements 1.8 <i>Business licenses</i> are obtained according to county regulations 1.9 Physical <i>infrastructure</i> required by enterprise is identified, procured and set up in accordance with the business plan
2. Implement Agri-enterprise start up processes	2.1 Human resources required by enterprise are hired in accordance with management plan 2.2 Raw materials and inputs to production are sourced in accordance with the procurement plan

	<p>2.3 Production processes are carried out in accordance with the production plan</p> <p>2.4 Products are marketed in accordance with the marketing plan and marketing strategy</p> <p>2.5 Financial services required by enterprise are accessed in accordance with the financial plan</p> <p>2.6 Business services required are obtained in accordance with the business plan</p> <p>2.7 Financial management is carried out based on the financial plan</p> <p>2.8 Business records are kept in accordance with organizational policies and procedures</p> <p>2.9 The enterprise is managed according to the management plan</p>
3. Evaluate agri-enterprise start up processes	3.1 Agri-enterprise start up processes are evaluated based on standard business startup procedures
4. Complete starting agri-enterprise	4.1 Agri-enterprise start up 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. SWOT analysis may include but not limited to	<p>A tool used by enterprise to analyze factors that will affect the performance of the enterprise. An acronym standing for:</p> <ul style="list-style-type: none"> • Strengths • Weakness • Opportunities • Threats
2. Value chain analysis may include but not limited to	<ul style="list-style-type: none"> • An analysis tool • Enterprise product analysis of all its stages from production to consumer
3. Business name search may include but not limited to	<ul style="list-style-type: none"> • Done with registrar of companies • To ascertain that there is no double registration of the same enterprise name

4. Business licenses may include but not limited to	<ul style="list-style-type: none"> • Necessary permits that allow legal running of an enterprise
5. Infrastructure may include but not limited to	<ul style="list-style-type: none"> • Tools and equipment • Buildings • Electricity • Computers • Internet connectivity
6. Business services may include but not limited to	<ul style="list-style-type: none"> • Business plan consulting • Packing and unpacking • Logistics management • Computer repair • Tutoring • Loans/ credit

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
- Planning
- Problem solving
- Networking.
- Analytical
- Entrepreneurial
- Communication

Required knowledge

The individual needs to demonstrate knowledge of:

- Types of enterprises or businesses
- Legal and regulatory requirements in business registration
- Basic principles of small business management
- Partnership building
- Innovation
- Monitoring and evaluation

- Financial management
- Banking
- Business communication principles
- Human resource management
- Infrastructure
- Business planning
- Business strategy formulation
- 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.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Feasibility study is conducted in accordance with standard procedures</p> <p>1.2 Agri-enterprise is registered in accordance with the legal and regulatory requirements</p> <p>1.3 An in-depth analysis of the enterprise and product/ service</p> <p>1.4 Production of products is carried out in accordance with the production plan</p> <p>1.5 Products are marketed in accordance with the marketing plan and marketing strategy</p> <p>1.6 The enterprise is managed according to the management plan</p>
<p>2. Resource Implications</p>	<p>The following resources must be provided:</p> <p>2.1 Assessment location</p> <p>2.2 Candidate reports/ file</p>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 Third party report</p>
<p>4. Context of Assessment</p>	<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 subsector, workplace and job roles is recommended.
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MARKET AGRI-ENTERPRISE PRODUCTS/SERVICES

UNIT CODE: AGR/OS/AP/CR/03/6/A

UNIT DESCRIPTION

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

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 research</i> tools are developed based on the nature and type of product/ service. 1.2 Carry out a market research following standard procedures 1.3 Develop a marketing strategy based on the market research report Consumers are identified based on the type of product/ service 1.4 <i>Marketing/ distribution channels</i> are established based on the marketing plan, resources available and location of the consumers 1.5 Marketing trends are established based on customer behaviour and business competitors (other entrepreneurs) 1.6 <i>Advertisements</i> are prepared in accordance with the marketing strategy. 1.7 <i>Pricing</i> is determined according to pricing methodologies and organizational pricing policies
2. Market agri-enterprise products/ services	2.1 2.1 Product/ service is launched in accordance with the national and/ or county policies and regulatory framework. 2.2 Brand name (trademark) is developed in accordance with legal requirements 2.3 Packaging is undertaken based on packaging specifications, size, type and form 2.4 Labeling is carried out based on existing legal guidelines and company preferences 2.5 Promotion is done according to the target customer and available resources

	2.6 Distribution of the products is carried out according to the marketing strategy
3. Respond customer feedback	3.1 <i>Customer feedback</i> is conducted based on the type of customer and the customer feedback methodologies available 3.2 Continuous improvement of the product/ services is done based on customer feedback 3.3 Customer feedback is responded to in accordance with organizational customer care policies
4. Complete marketing of agri-enterprise product/ service	5.1 Product penetration is established in accordance with the marketing principles 5.2 Marketing activities and processes are documented based on good documentation procedures. Marketing report is prepared and shared with relevant personnel in accordance with organizational policies

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 research may include but not limited to	<ul style="list-style-type: none"> • Conducting studies • Surveys • Rapid assessment
2. Marketing/ distribution channels may include but not limited to	<ul style="list-style-type: none"> • Farmer to trader • Trader to processor • Farmer to processor • Producer to consumer • Farmer to trader to processor to consumer
3. Customer feedback may include but not limited to	<ul style="list-style-type: none"> • Comments from customers • Complaints from customers • Compliments from customers
4. Product penetration may include but not limited to	<ul style="list-style-type: none"> • A measure of the amount of consumption or adoption of a product/ service compared to the total market

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
- Leadership
- Management
- Problem solving
- Networking
- Analytical
- Entrepreneurial
- Entrepreneurial

Required knowledge

The individual needs to demonstrate knowledge of:

- Basic research methods
- Market feasibility
- Market research
- Marketing/ distribution channels
- Market penetration
- Market mix (8 P's)
- Product development
- Branding
- Labelling
- 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 research according to standard procedures 1.2 Distributed products to target customers according to the marketing strategy
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	<p>1.3 Feedback from customers received, analyzed and responded to in accordance with the organizational customer care policies</p> <p>1.4 Prepare a marketing report and shared with relevant personnel in accordance with organizational policies</p>
2. Resource Implications	<p>The following resources must be provided:</p> <p>2.1 Agri-products/ services</p> <p>2.2 Assessment location</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 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 roles is recommended</p>

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MANAGE AGRI-ENTERPRISE

UNIT CODE : AGR/OS/AP/CR/04/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to manage an agri-enterprise. It involves preparing to manage agri-enterprise, managing the agri-enterprise, evaluating management of agri-enterprise and completing management of agri enterprise.

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. Prepare to manage agri-enterprise</p>	<p>1.1 Agri-enterprise management <i>policies and procedures</i> are developed according to good management practices.</p> <p>1.2 Management tools and strategies are developed in accordance to the products and services</p> <p>1.3 Agro-enterprise business plan is developed according to the business management principles</p> <p>1.4 Resources required are identified based on the business plan.</p> <p>1.5 Sources of resources are determined in accordance to the size and type of the enterprise</p> <p>1.6 Sources of <i>risks</i> are identified according to risk assessment schedules</p>
<p>2. Manage agri-enterprise</p>	<p>2.1 Production processes are managed as per the organizational policies and procedures.</p> <p>2.2 <i>Human resources</i> are managed according to the human resources management manual.</p> <p>2.3 Financial resources are managed according to the good financial management practices and organizational guidelines</p> <p>2.4 <i>Enterprise</i> risks manage according to risk assessment schedules</p> <p>2.5 <i>Records</i> maintained according to the enterprise operations</p> <p>2.6 Marketing processes are managed according to the nature and form of the products and services.</p> <p>2.7 Customer relations are managed according to customers profile and level of satisfaction</p> <p>2.8 <i>Innovation</i> processes are managed according to new and emerging technologies and business needs.</p>

3. Evaluate management of agri-enterprise	3.1 Monitoring and Evaluation is undertaken according to the strategic plan and standard of practices (SOP). 3.2 Customers satisfaction survey is conducted according to research principles 3.3 Technical and operational gaps are detected, reported and rectified according to the farm policy.
4. Complete management of agri enterprise	4.1 Management report is prepared based on standard of practice and farm procedures. 4.2 Management report is shared with relevant personnel in accordance with enterprise policies and practices 4.3 Sustainable strategies are identified according to the nature of the enterprise

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. Policies may include but not limited to	<ul style="list-style-type: none"> • Formulated or adopted organizational principles • Rules • Guidelines
2. Risks may include but not limited to	<ul style="list-style-type: none"> • Threat of damage • Injury • Liability • Loss or any other negative occurrence
3. Records may include but not limited	<ul style="list-style-type: none"> • Litigation • Employee management • Customer engagements • Purchases • Sales • Contract
4. Innovation may include but not limited to	<ul style="list-style-type: none"> • Value capture • Value creation

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
- Entrepreneurial
- Marketing
- Selling
- Communication
- Negotiation.
- Management
- Problem solving
- Networking

Required knowledge

The individual needs to demonstrate knowledge of:

- Research methods
- Business planning
- Risk management
- Resource mobilization
- Strategy development
- Policy formulation
- Human resource development and management
- Team work and conflict management
- Financial and asset management
- Record keeping
- Marketing
- Customers satisfaction
- Business ethics, values and principles
- Partnership building
- Sustainable mechanisms
- Coordination
- Resource mobilization
- Time management
- Delegation of duties

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 agri-enterprise management policies and procedures
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	<p>1.2 Developed agro-enterprise business plan according to the business management principles</p> <p>1.3 Managed Agri-enterprise processes (production, human, financial, customers, record, risks) according to laid down policies and procedures</p>
2. Resource Implications	<p>The following resources must be provided:</p> <p>2.1 Assessment location</p> <p>2.2 Agri-products/ services</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 Oral questioning</p> <p>3.3 Third party report</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 roles is recommended.</p>

APPLY ICT IN AGRY-ENTERPRISE

UNIT CODE: AG/OS/AP/CR/05/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to apply ICT in agri-enterprise. It involves preparing to integrate ICT in agri-enterprise, integrating ICT into agri-enterprise processes, evaluating agri-enterprise ICT integration and completing integrating ICT into agri-enterprise.

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 integrate ICT in agri-enterprise processes	1.1 ICT needs for agri-enterprise are identified based on the ICT needs assessment report. 1.2 ICT tools are developed in accordance with standard operation procedures and type of enterprise. 1.3 ICT infrastructure is acquired and installed in accordance with the ICT plan 1.4 ICT plan for agri-enterprise is developed according to the organizational goals, policies and procedures
2. Integrate ICT into agri-enterprise processes	2.1 ICT is integrated into the production process of agri-enterprise in accordance with enterprise policy and procedures 2.2 <i>Agri-enterprise records</i> are managed using ICT in accordance with enterprise policies and procedures 2.3 <i>Agri-enterprise communication</i> is carried out using ICT in accordance with enterprise policies and procedures 2.4 <i>Innovation process</i> is integrated with ICT in accordance with enterprise policies and procedures 2.5 Agri-enterprise <i>marketing process</i> is integrated with ICT in accordance with enterprise policies and procedures 2.6 <i>Human Resources Management (HRM) process</i> was integrated with ICT in accordance with enterprise policies and procedures 2.7 Agri-enterprise financial system is integrated with ICT in accordance with enterprise policies and procedures
3. Evaluate agri-enterprise ICT integration	3.1 Effectiveness of ICT integration into agri-enterprise is assessed based on the enterprise ICT plan 3.2 Efficiency of ICT integration into agri-enterprise is assessed based on enterprise ICT plan

	<p>3.3 Agri-enterprise innovativeness is assessed based on enterprise ICT plan</p> <p>3.4 3.4 Monitoring and Evaluation of ICT process is undertaken in accordance with the ICT Plan.</p>
4. Complete integrating ICT into agri-enterprise processes	<p>4.1 ICT is used in critical processes of Agri-enterprise financial report is prepared according to organizational policies, procedures and ICT plan</p> <p>4.2 Agri-enterprise ICT report is prepared and shared with relevant stakeholders in accordance with enterprises policies and 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. Enterprise may include but not limited to	<ul style="list-style-type: none"> • Business entity • Services to customers • Profit
2. Marketing process may include but not limited to	<ul style="list-style-type: none"> • Viable and potential marketing opportunities • Marketing strategies • Supervising the implementation of these marketing strategies.
3. Innovation process may include but not limited to	<ul style="list-style-type: none"> • Business idea • Product development
4. Agri-enterprise communication may include but not limited to	<ul style="list-style-type: none"> • Information sharing • Sharing information by a company to promote its product or services to potential consumers.
5. Agri-enterprise records may include but not limited to	<ul style="list-style-type: none"> • Meeting minutes • Memoranda • Employment contracts, • Accounting documents

<p>6. Human Resources (HR) process may include but not limited to</p>	<ul style="list-style-type: none"> • Recruitment • Staffing • Compensation and benefits • Training and development • Career development • Talent management • Leadership development • HR checks and balances
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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:

- Marketing
- Selling
- Management
- Planning
- Problem solving
- Networking
- Analytical
- Entrepreneurial
- Communication

Required knowledge

The individual needs to demonstrate knowledge of:

- Needs assessment tools
- Development of policies and procedures
- Basic principles of applied ICT
- Usage of computers
- Usage of mobile phones
- Usage of mobile phone applications
- Use of internet
- Basic principles of monitoring and evaluation
- Communication
- Entrepreneurship
- Innovation process
- Marketing principles
- Human Resources principles

- Enterprise development
- Basic financial principles
- Basic management
- Policies and 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	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Conducted a needs assessment for ICT applications in the agri-enterprise according to business plan</p> <p>1.2 Integrated ICT applications into the agri-enterprise critical processes</p> <p>1.3 Evaluated the effectiveness and efficiency of applying ICT to the enterprise in accordance with the enterprise business plan</p>
2. Resource Implications	<p>The following resources must be provided:</p> <p>2.1 Agri-products/ services</p> <p>2.2 Assessment location</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Observation</p> <p>3.2 Written tests</p> <p>3.3 Third party report</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>