



NATIONAL TRAINING STANDARDS (REGULATION)

FOR

ENTREPRENEUR LEVEL VI

BUSINESS, ADMINISTRATION AND LAW SECTOR

TVET Standard — Entrepreneur — Requirements and Guidelines

**TVET Standard — Entrepreneur
— Requirements and Guidelines**

**TECHNICAL AND VOCATIONAL EDUCATION AND
TRAINING AUTHORITY (TVETA)**

Head Office: P.O. Box 35625, Nairobi-00100, Tel.: (+254 020) 2392140,

E-Mail: info@tveta.go.ke, Web:<https://www.tveta.go.ke>

Foreword

Development of the Technical and Vocational Education and Training (TVET) Standards has been necessitated by the need for establishing requirements governing quality of training services in the TVET Sector. It is envisaged that through standardization, service delivery disparities that are encountered when services are rendered within the TVET sector will be removed.

Technical and Vocational Education and Training Authority (TVETA) has established a Technical Standards Committee mandated to develop standards through consultations with stakeholders and Kenya Bureau of Standards (KEBS). The Committee is composed of representatives from the TVETA standards department, public and private sector institutions in the TVET sector.

TVET Standards are developed through a Technical Committee that in consultation with key stakeholders representing government, regulatory and Professional bodies, Curricula development and Assessment agencies, academia, consumer groups, public and private colleges, universities and other interested parties.

Draft TVET Standards are circulated to stakeholders. The comments received are discussed and incorporated before finalization of the standards, in accordance with the Principles and procedures for development of Company Standards. Once finalized, the public are then notified through Government gazette.

TVET Standards are subject to review from time to time. Users of the TVET Standards are therefore expected to ensure that they always have the latest versions of the standards they are implementing.

Attention is drawn to the possibility that some of the elements of this document may be subject to patent rights. TVETA shall not be held responsible for identifying any or all such patent rights.

During the development of this standard, reference was made to the following documents:

TVET Act, 2013.

TVET Regulations, 2015.

Quality Assurance Criteria and Guidelines for the Caribbean Vocational Qualification

August 2009.

Acknowledgement is hereby made for the assistance derived from these sources.

TVET Standard — Entrepreneur — Requirements

1 Scope

This TVET Standard prescribes terminologies, requirements and guidelines for development of Entrepreneurship curricula for Competence- Based Education and Training (CBET) in Kenya.

2 Normative references

The following documents are referred to in the text in such a way that some or all of their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

TVET Regulations, 2015

TVET Act, 2013

Education Programme ISCED-P summary 2011

International Standards Classification of Education (ISCED) Fields of education and training (ISCED-F 2013)

Kenya National Qualification Framework (KNQF)

3 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

3.1 performance criteria

These are assessable statements which specify the required level of performance for each of the elements.

3.2 elements of competence learning outcomes in each unit of competence

3.3 training standards

specifications for knowledge and skills an individual is required to possess to undertake job tasks

3.4

assessment bodies

certified body that carries out assessment on assessment centres

3.5

competence descriptors

provide general information and describe the competencies to be achieved after completion of the programme or a unit.

3.6

unit of competence

is the smallest component of a training programme that can be assessed and certified

3.7

foundation skills

are a range of skills that are essential for successful participation in work and life. They include but not limited to reading, numeracy, communication and employability skills.

3.8

core competencies

are the specific skills and knowledge needed in a particular area of work-industry sector/occupation/job role

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INTRODUCTION

These are the National Competency Standards that define the minimum level of practice expected of Entrepreneurship. The aim of developing these standards is to guide the curriculum developer to package the quality training for the Entrepreneurship level 6. The key elements of quality training and learning are described in the Standards. They articulate what Entrepreneur are expected to know and be able to practice.

This defines the work of Entrepreneur and make explicit the elements of high-quality and effective training delivery that will improve the learning outcomes for the trainees. Packaging rules for the qualification is based on the formats provided by TVETS_01_2019 Competency Based Education Training and Assessment Standards.

The Training Regulations serve as basis for the:

1. Competency assessment and certification for CBET Entrepreneur;
2. Accreditation and delivery of training programs for CBET Entrepreneur and
3. Development of curriculum and assessment instruments

Each Training Regulations has four sections:

- Section 1 Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification.
- Section 2 Competency Standards - gives the specifications of competencies required for effective work performance.
- Section 3 Training Standards - contains information and requirements in designing training program for certain Qualification. It includes training delivery; trainee entry requirements; tools equipment and materials; training facilities; trainer's qualification and institutional assessment.
- Section 4 National Assessment and Certification Arrangement - describes the policies governing assessment and certification procedure.

TRAINING REGULATIONS FOR ENTREPRENEUR

SECTION 1: LEVEL VI ENTREPRENEUR PROGRAMME

The ENTREPRENEUR LEVEL VI QUALIFICATION PROGRAMME consists of competencies that a person must acquire to establish and manage a small and medium enterprise

The Units of Competency comprising this qualification include the following:

CORE COMPETENCIES

S/NO	CODE NO.	UNIT OF COMPETENCY
1.	0413551/1/A	Exhibit entrepreneurial behavior

2.	0413551/2/A	Establish business enterprise
3.	0413551/3/A	Manage a business enterprise
4.	0414551/4/A	Manage marketing in business
5.	0413551/5/A	Manage production and operations
6.	0412551/6/A	Mobilize resources for the business
7.	0413551/7/A	Monitor and evaluate business Projects
8.	0413551/8/A	Determine fundamentals of strategic management
9.	0413551/9/A	Manage commercial aspects of a business
10.	0412551/10/A	Manage financial operations
11.	0413551/11/A	Manage human resource in a business
12.	0413551/12/A	Prepare a business plan
13.	0413551/13/A	Offer consultancy services in business enterprise
14.	0413551/14/A	Undertake research in business

A person who has achieved this Qualification is competent to be:

- Technician Entrepreneur

SECTION 2: COMPETENCE STANDARDS

This section gives the details of the contents of the units of competence required for TECHNICIAN ENTREPRENEUR.

CORE COMPETENCE

UNIT OF COMPETENCE	EXHIBIT ENTREPRENEURIAL BEHAVIOUR
UNIT CODE 0413551/1/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to develop entrepreneurial competencies

ELEMENTS	PERFORMANCE CRITERIA
1. Describe entrepreneurship	1.1 Explain <i>terms</i> used in entrepreneurship 1.2 Identify <i>types of entrepreneurs</i> 1.3 Analyze differences between self and salaried employment 1.4 Analyze <i>the roles of entrepreneurs</i> in a business enterprise 1.5 Explain contribution of entrepreneurship towards <i>national development</i>

2. Describe entrepreneurial culture	2.1 Explain entrepreneurial culture 2.2 Identify cultural factors that promote entrepreneurial development 2.3 Identify cultural factors that inhibit entrepreneurial development 2.4 Establish ways of managing cultural factors that inhibit entrepreneurial development
3. Develop skills and attributes required for entrepreneurship	3.1 Describe the characteristics of a successful entrepreneur 3.2 Identify reasons for becoming an entrepreneur and explain the implications 3.3 Carry out <i>self-assessment</i> for potential to become an entrepreneur 3.4 Identify <i>personal strengths</i> and development needs. 3.5 Create and implement an <i>action plan</i> to meet entrepreneurial development needs. 3.6 Evaluate entrepreneurial <i>action plan</i>
4. Determine entrepreneurial motivation	4.1 Identify types of motivation 4.2 Analyze theories of motivation 4.3 Establish challenges of entrepreneurial motivation
5. Identify entrepreneurial opportunities	5.1 Carry out Needs assessment 5.2 Scan the environment 5.3 Analyze market trends 5.4 Monitor Government policies and trends 5.5 Observe Technological changes
6. Identify a viable location for the business	6.1 Identify <i>factors that influence the location of a business</i> 6.2 Evaluate factors that influence the location of a business 6.3 Select suitable business location
7. Examine emerging issues and trends in entrepreneurial behaviour	7.1 Identify emerging issues and trends 7.2 Explain challenges posed by emerging issues and trends 7.3 Develop ways of coping with emerging issues and trends
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies Role play Brainstorming Mentorship Coaching Research Presentations Field trips

	Industrial attachment Action learning Business games
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RANGE OF VARIABLE

VARIABLE	RANGE
1. Terms includes but not limited to:	1.1 Entrepreneurship 1.2 Entrepreneur 1.3 Intrapreneurship 1.4 Intrapreneur 1.5 Self-employment 1.6 Salaried employment 1.7 Entrepreneurial activities
2. Types of entrepreneurs includes but not limited to:	2.1 Craft 2.2 Social 2.3 Opportunist 2.4 Buy and sell
3. Roles of entrepreneurs includes but not limited to:	3.1 Managing 3.2 Directing 3.3 Planning 3.4 Risk taking 3.5 Financial 3.6 Innovator
4. Self-assessment includes but not limited to:	4.1 SWAT 4.2 Group discussion 4.3 Joharis window 4.4 Sentence completion test 4.5 Interview 4.6 Meditation
5. National development includes but not limited to:	5.1 Employment opportunities 5.2 Contributions to GDP 5.3 Mobilizing idle resources 5.4 Utilizing locally available resources 5.5 Value addition 5.6 Improvement of infrastructure 5.7 Standards of living 5.8 Promotion of technology 5.9 Improved life expectancy
6. Personal strengths includes but not limited to:	6.1 Skills 6.2 Experiences

	6.3 Hobbies 6.4 Interests 6.5 Mentoring 6.6 Exposure
7. Business ideas includes but not limited to:	7.1 Provision of services e.g cleaning 7.2 Sale of goods 7.3 Consultancy services 7.4 Production 7.5 Manufacturing 7.6 Value addition 7.7 Modification
8. Factors that influence the location of a business includes but not limited to:	8.1 Road network 8.2 Power supply 8.3 Market 8.4 Source of raw materials 8.5 Availability of water supply 8.6 Availability of skilled labour
9. Action plan includes but not limited to:	9.1 Identify the developmental needs based on self-assessment 9.2 Set goals and determine work plans 9.3 Allocate the resources 9.4 Communicate to the necessary people 9.5 Implement the action plan 9.6 Evaluate action
10. theories of motivation includes, but not limited to:	10.1 Abraham Maslow's Motivation Theory 10.2 McClelland Achievement Theory 10.3 Vrooms Expectancy theory 10.4 Herzberg Two-factor Theory 10.5 Mc Gregory Theory X and Theory Y

EVIDENCE GUIDE

1. Critical aspects of competence	Assessment requires evidence that the candidate: 1.1 Explained terms used in entrepreneurship 1.2 Identified types of entrepreneurs 1.3 Analyzed differences between self and salaried employment 1.4 Analyzed the roles of entrepreneurs in a business enterprise 1.5 Explained contribution of entrepreneurship towards national development 1.6 Explained entrepreneurial culture 1.7 Identified cultural factors that promote entrepreneurial development
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	<p>1.8 Identified cultural factors that inhibit entrepreneurial development</p> <p>1.9 Established ways of managing cultural factors that inhibit entrepreneurial development</p> <p>1.10 Described the characteristics of a successful entrepreneur</p> <p>1.11 Identified reasons for becoming an entrepreneur and explained the implications</p> <p>1.12 Carried out self-assessment for potential to become an entrepreneur</p> <p>1.13 Identified personal strengths and development needs.</p> <p>1.14 Created an action plan to meet entrepreneurial development needs.</p> <p>1.15 Implemented entrepreneurial action plan</p> <p>1.16 Evaluated entrepreneurial action plan</p> <p>1.17 Carried out Needs assessment</p> <p>1.18 Scanned the environment</p> <p>1.19 Analyzed market trends</p> <p>1.20 Monitored Government policies</p> <p>1.21 Observed Technological changes</p> <p>1.22 Identified factors that influence the location of a business</p> <p>1.23 Evaluated factors that influence the location of a business</p> <p>1.24 Selected suitable business location</p>
2. Underpinning knowledge and attitudes	<p>The individual needs to demonstrate knowledge of:</p> <p>2.1 Types of entrepreneurs</p> <p>2.2 Differences between self and salaried employment</p> <p>2.3 Roles of entrepreneurs in a business enterprise</p> <p>2.4 Contributions of entrepreneurship towards national development</p> <p>2.5 Entrepreneurial culture</p> <p>2.6 Cultural factors promoting entrepreneurial development</p> <p>2.7 Cultural factors inhibiting entrepreneurial development</p> <p>2.8 Ways of managing cultural factors inhibiting entrepreneurial development</p> <p>2.9 Characteristics of a successful entrepreneur</p> <p>2.10 Reasons for becoming an entrepreneur and the implications</p> <p>2.11 Factors influencing the location of a business</p> <p>2.12 Factors that influence the location of a business</p> <p>2.13 Suitable business location</p>
3. Underpinning skills	<p>3.1 The individual needs to demonstrate skills in:</p> <p>3.2 Carrying out self-assessment for potential to become an entrepreneur</p>

	<p>3.3 Creation of an action plan to meet entrepreneurial development needs</p> <p>3.4 Identification of personal strengths and development needs</p> <p>3.5 Implementation of entrepreneurial action plan</p> <p>3.6 Reflection and evaluation of entrepreneurial action plan</p> <p>3.7 Carrying out Needs assessment</p> <p>3.8 Scanning the environment</p> <p>3.9 Analyzing market trends</p> <p>3.10 Monitoring Government policies</p> <p>3.11 Observation of Technological changes</p>
4. Resource implications	<p>The following resources should be provided:</p> <p>4.1 Appropriately simulated environment where assessment can take place</p> <p>4.2 Access to relevant work environment</p> <p>4.3 Resources relevant to the proposed activity and tasks</p>
5. Methods of assessment	<p>Assessment</p> <p>Competency in this unit may be assessed through:</p> <p>5.1 Observation</p> <p>5.2 Written tests</p> <p>5.3 Oral questioning</p> <p>5.4 Interviewing</p> <p>5.5 Portfolio evidence</p> <p>5.6 Third party report</p>
6. Context of assessment	<p>Competency may be assessed:</p> <p>6.1 On-the -job</p> <p>6.2 Off-the-job</p> <p>6.3 Workplace experience</p>

UNIT OF COMPETENCY	ESTABLISH BUSINESS ENTERPRISE
UNIT CODE 0413551/2/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to start a business

ELEMENTS	PERFORMANCE CRITERIA
1. Plan to start a business enterprise	<p>1.1 Generate <i>business ideas</i></p> <p>1.2 Evaluate <i>viable business</i> opportunities</p> <p>1.3 Match business opportunities with competencies</p> <p>1.4 Evaluate factors to consider when starting a business enterprise</p>

	<p>1.5 Evaluate <i>causes of business failure</i></p> <p>1.6 Explore the challenges faced when starting a business</p> <p>1.7 Describe <i>business life cycle</i></p> <p>1.8 Evaluate business <i>support services</i></p>
2. Asses business environment	<p>1.9 Evaluate the types of <i>business environments</i></p> <p>1.10 Determine roles of business environment on an enterprise</p> <p>1.11 Identify emerging issues and trends in business environment</p> <p>1.12 Develop ways of coping with emerging issues and trends in business environment</p>
3. Identify a viable location for the business	<p>2.1 Identify factors that influence the location of a business</p> <p>2.2 Evaluate factors that influence the location of a business</p> <p>2.3 Select suitable business location</p>
4. Comply with legal requirements for smooth running of business	<p>3.1 Evaluate <i>forms of business ownership</i></p> <p>3.2 Identify relevant laws and regulations which impact on local corporations and government bodies that have a bearing on the particular business</p> <p>3.3 Identify the contact persons of the particular corporations and government bodies</p> <p>3.4 Interact and maintain relationships with the key persons to ensure smooth functioning of business</p>
Training Methods	<p>Competency in this unit may be delivered through the following methods</p> <ul style="list-style-type: none"> Group discussions Case Studies Role play Brainstorming Mentorship Couching Research Presentations Field trips Industrial attachment Action learning Business games

RANGE OF VARIABLE

VARIABLE	RANGE
1. Forms of business ownership includes but not limited to:	<p>1.1 Sole proprietorship</p> <p>1.2 Limited company</p> <p>1.3 Cooperative</p> <p>1.4 Partnership</p>

	1.5 Unlimited company 1.6 Franchise
2. support services includes but not limited to:	2.1 Legislation 2.2 Regulatory bodies 2.3 Security 2.4 Insurance
3. Sources of business ideas includes but not limited to:	3.1 Franchise 3.2 Friends and relatives 3.3 Education and training 3.4 Niche 3.5 Mentorship 3.6 Customers complain
4. Viability of business opportunities includes but not limited to:	4.1 Profit 4.2 Market 4.3 Timing 4.4 Skills and technology
5. Business failure includes but not limited to:	5.1 Loss making 5.2 Low demand 5.3 Lack of growth 5.4 Poor policies 5.5 Uncontrollable circumstances
6. Business life cycle	7.1 Birth 7.2 Growth 7.3 Maturity 7.4 Decline
7. Support services includes but not limited to:	7.1 Government incentives 7.5 Peer support
8. Business environment includes but not limited to:	8.1 Legal 8.2 Political 8.3 Sociocultural 8.4 Economic 8.5 Competitive
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies Role play Brainstorming Mentorship Couching Research Presentations Field trips Industrial attachment Action learning Business games

EVIDENCE GUIDE

1. Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 Generated business ideas 1.2 Evaluated viable business opportunities 1.3 Matched business opportunities with competencies 1.4 Evaluated factors to consider when starting a business enterprise 1.5 Evaluated causes of business failure 1.6 Explore the challenges faced when starting a business 1.7 Described Business life cycle 1.8 Evaluated Business support services 1.9 Identified factors that influence the location of a business 1.10 Evaluated factors that influence the location of a business 1.11 Selected suitable business location 1.12 Evaluated forms of business ownership 1.13 Identified relevant laws and regulations which impact on local corporations and government bodies that have a bearing on the particular business 1.14 Identified the contact persons of the particular corporations and government bodies 1.15 Interacted and maintained relationships with the key persons to ensure smooth functioning of business
2. Underpinning knowledge and attitudes	<p>The individual needs to demonstrate knowledge of:</p> <p>business ideas</p> <ol style="list-style-type: none"> 2.1 Business life cycle 2.2 Factors influencing location of a business 2.3 Factors influencing the location of a business 2.4 Suitable business location 2.5 Relevant laws and regulations which impact on local corporations and government bodies 2.6 Contact persons of the particular corporations and government bodies
3. Underpinning skills	<p>The individual needs to demonstrate skills in:</p> <ol style="list-style-type: none"> 3.1 Evaluation of viable business opportunities 3.2 Matching business opportunities with competencies 3.3 Evaluation of factors to consider when starting a business enterprise 3.4 Evaluation of causes of business failure 3.5 Exploration the challenges faced when starting a business 3.6 Evaluation of business support services 3.7 Evaluation of forms of business ownership 3.8 Interaction and maintenance of relationships with the key persons to ensure smooth functioning of business
4. Resource implications	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 4.1 Appropriately simulated environment where assessment can take place

	4.2 Access to relevant work environment 4.3 Resources relevant to the proposed activity and tasks
5. Methods of assessment	Assessment Competency in this unit may be assessed through: 5.1 Observation 5.2 Written tests 5.3 Oral questioning 5.4 Interviewing 5.5 Portfolio evidence 5.6 Third party report
6. Context of assessment	Competency may be assessed: 6.1 On-the -job 6.2 Off-the-job 6.3 Workplace experience

UNIT OF COMPETENCY	MANAGE A BUSINESS ENTERPRISE
UNIT CODE 0413551/3/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes required in managing business enterprise.

ELEMENTS	PERFORMANCE CRITERIA
1. Demonstrate ability to manage a business enterprise	1.1 Apply <i>management principles</i> 1.2 Carry out <i>functions of management</i> 1.3 Differentiate various <i>management theories</i> 1.4 Practice <i>ethical behavior</i> 1.5 Participate in corporate social responsibility 1.6 Develop <i>strategic goals and objectives</i> 1.7 Network and collaborate effectively
2. Observe effective time management	2.1 Identify <i>benefits of time management</i> 2.2 Identify <i>factors influencing use of time</i> 2.3 Identify ways of managing time effectively
3. Manage technology	3.1 Identify characteristics of <i>appropriate technology</i> 3.2 Evaluate suitable technology for the business 3.3 Apply appropriate technology for the business

	3.4 Establish mechanism for coping with emerging issues and trends in technology
4. Manage supplies process	4.1 Determine <i>business needs</i> 4.2 Identify potential suppliers 4.3 Evaluate suppliers 4.4 Make orders 4.5 Receive goods 4.6 Pay suppliers
5. Manage business risks effectively	5.1 Analyze benefits of managing risk 5.2 Apply principles of risk management 5.3 Evaluate risks 5.4 Mitigate risks
6. Dispute resolution	6.1 Litigation 6.2 ADRS
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies Role play Brainstorming Mentorship Coaching Research Presentations Field trips Industrial attachment Action learning Business games

RANGE OF VARIABLE

VARIABLE	RANGE
1. Management principles	1.1 Dynamic 1.2 Control process 1.3 Chain of command 1.4 Span of control
2. Functions of management	2.1 Planning 2.2 Organizing 2.3 Directing 2.4 Motivating 2.5 Communicating 2.6 Staffing
3. Management theories	3.1 Max weber 3.2 Henry Fayol

	3.3 Fredrick taylor
4. Ethical behavior	3.1 Integrity 3.2 Honesty 3.3 Justice 3.4 Morality
5. Strategic goals and objectives	5.1 SMART objectives
6. Benefits of time management	6.1 Meeting deadlines 6.2 Achieving objectives 6.3 Exploiting opportunities 6.4 Promotes morale
7. Factors influencing use of time	7.1 Planning 7.2 Scheduling 7.3 Time tabling 7.4 Prioritization 7.5 Procrastination
8. Appropriate technology	8.1 Social media 8.2 Technological innovations 8.3 Use of green energy 8.4 Digital communication 8.5 Networking
9. Business needs	9.1 Stock control 9.2 FIFO/LIFO 9.3 Lead time 9.4 Reorder levels 9.5 Par stocks 9.6 Pre-qualification 9.7 Tendering 9.8 Supplier evaluation 9.9 Purchase specification

EVIDENCE GUIDE

1.Critical aspects of competence	Assessment requires evidence that the candidate: 1.1 Applied management principles 1.2 Carried out functions of management 1.3 Differentiated various management theories 1.4 Practiced ethical behavior 1.5 Participated in corporate social responsibility 1.6 Developed strategic goals and objectives 1.7 Networked and collaborated effectively 1.8 Identified benefits of time management 1.9 Identified factors influencing use of time 1.10 Identified ways of managing time effectively 1.11 Identified characteristics of appropriate technology 1.12 Evaluate suitable technology for the business 1.13 Applied appropriate technology for the business
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	<ul style="list-style-type: none"> 1.14 Established mechanism for coping with emerging issues and trends in technology 1.15 Determined business needs 1.16 Identified potential suppliers 1.17 Evaluated suppliers 1.18 Made orders 1.19 Received goods 1.20 Paid suppliers 1.21 Analyzed benefits of managing risk 1.22 Applied principles of risk management 1.23 Evaluated risks 1.24 Mitigated risks
2. Underpinning knowledge and attitudes	<p>The individual needs to demonstrate knowledge of:</p> <ul style="list-style-type: none"> 2.1 Applied management principles 2.2 Carried out functions of management 2.3 Differentiated various management theories 2.4 Practiced ethical behavior 2.5 Participated in corporate social responsibility 2.6 Developed strategic goals and objectives 2.7 Networked and collaborated effectively 2.8 Identified benefits of time management 2.9 Identified factors influencing use of time 2.10 Identified ways of managing time effectively 2.11 Identified characteristics of appropriate technology 2.12 Evaluate suitable technology for the business
3. Underpinning skills	<p>The individual needs to demonstrate the following skills:</p> <ul style="list-style-type: none"> 3.1 Making orders 3.2 Receiving goods 3.3 Paying suppliers 3.4 Analyzing benefits of managing risk 3.5 Applying principles of risk management 3.6 Evaluated risks 3.7 Mitigated risks
4. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Appropriately simulated environment where assessment can take place 4.2 Access to relevant work environment 4.3 Resources relevant to the proposed activity and tasks
5. Methods of assessment	<p>Assessment</p> <p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Observation 5.2 Written tests 5.3 Oral questioning 5.4 Interviewing 5.5 Portfolio evidence 5.6 Third party report

6. Context of assessment	Competency may be assessed: 6.1 On-the -job 6.2 Off-the-job 6.3 Workplace experience
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UNIT OF COMPETENCY	MANAGE MARKETING IN BUSINESS
UNIT CODE 0414551/4/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to manage marketing in business

ELEMENTS	PERFORMANCE CRITERIA
1. Obtain marketing information	1.1. Research marketing concept for application in business 1.2. Identify and analyze <i>marketing plan</i> 1.3. Identify <i>needs for marketing activities</i> from the established marketing plan. 1.4. Identify <i>market segment</i> position and <i>market mix</i> for each target segment. 1.5. Analyze outcome expected from marketing activities.
2. Conduct market analysis	2.1 Identify target audience/ <i>consumer profile</i> 2.2 Identify buying patterns and analyze sales data to define assortments and modify them as per trends observed 2.3 Understand <i>competitors/other player's/</i> substitute products 2.4 Determine means to <i>forecast demands on inventory</i> 2.5 Describe the importance for <i>monitoring market trends</i> and technology changes as part of managing inventory demands
3. Plan promotional activities	3.1 Determine <i>promotional objectives</i> of the business 3.2 Plan and schedule <i>promotional activities</i> according to the needs of the business 3.3 Ensure timeline and costs for promotional activities are realistic and consistent with the budget 3.4 Collect and provide feedback on 3.5 promotional activities 3.6 Develop action plans to provide details of products and services promoted
4. Plan marketing activities	4.1 Analyze the <i>market information</i> collected 4.2 Develop and document work activity plans for marketing activities. 4.3 Obtain approval of plan from relevant enterprise personnel.

5. Implement marketing activities	5.1 Determine and <i>obtain resources required</i> 5.2 Undertake marketing activities within job role 5.3 Assign responsibilities and functions for relevant personnel, performing specific marketing functions 5.4 Monitor, review and amend marketing activities
6. Review marketing activities	6.1 Measure outcome of marketing activities. 6.2 Review and record marketing activities against expected outcomes for improvement. 6.3 Prepare and communicate <i>marketing activities report</i> to relevant personnel.
7. Plan for service marketing	7.1 Determine <i>characteristics of a service</i> 7.2 Profile the <i>market segment</i> for the service 7.3 Design <i>marketing plan</i> for the service
8. Analyze different market segments	8.1 Determine the different market segments 8.2 Identify their unique needs 8.3 Address customer complaints
9. Determine emerging trends in marketing	9.1 Identify the emerging issues and trends in marketing 9.2 Establish ways of coping with the emerging issues
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies Role play Brainstorming Mentorship Coaching Research Presentations Field trips Industrial attachment Action learning Business games

RANGE OF VARIABLE

VARIABLE	RANGE
1. Marketing mix includes but not limited to:	1.1 Price 1.2 Product 1.3 Place/Distribution 1.4 Promotion
2. Marketing plan includes but not limited to:	2.1 Set marketing objectives 2.2 Time frame 2.3 Resources
3. Needs for marketing activities includes but not limited to:	3.1 Create demand 3.2 Create awareness

	3.3 Create profit
4. Market segment includes but not limited to:	4.1 Demographics 4.2 Geographical 4.3 Social cultural 4.4 Behavioral
5. Promotional objectives includes but not limited to:	5.1 Set and select method 5.2 Set a promotional budget 5.3 Implement 5.4 Evaluate
6. Promotional activities includes but not limited to:	6.1 Road shows 6.2 Advertising 6.3 Demonstration 6.4 E- marketing 6.5 Competitions exhibitions 6.6 Discounting 6.7 Trade fairs
7. Market information includes but not limited to:	7.1 Currency 7.2 Exchange rates 7.3 Interest rates 7.4 International trends
8. Resources required includes but not limited to:	8.1 Human skills 8.2 Financial 8.3 Logistical 8.4 Timelines
9. Marketing activities report includes but not limited to:	9.1 Sales turnover 9.2 Sales schedules 9.3 Sales return
10. Characteristics of a service includes but not limited to:	10.1 Perishables 10.2 Intangibles 10.3 Multiplicity 10.4 Inseparable 10.5 Ownership 10.6 Variability
11. Consumer profile includes but not limited to:	11.1 Economic 11.2 Demographic 11.3 Social cultural
12. Competitors includes but not limited to:	12.1 Strengths and weaknesses 12.2 Government regulation
13. Forecast demands on inventory includes but not limited to:	13.1 Seasonal variations 13.2 Timing 13.3 Peak 13.4 Events 13.5 Futures
14. Monitoring market trends includes but not limited to:	13.6 Changes in consumer taste and preference 13.7 Changes in technology 13.8 Changes in purchasing power

EVIDENCE GUIDE

1.Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 Researched marketing concept for application in business 1.2 Identified and analyze marketing plan 1.3 Identify <i>market segment</i> position and <i>market mix</i> for each target segment. 1.4 Analyze outcome expected from marketing activities 1.5 Identified target audience/ <i>consumer profile</i> 1.6 Identified buying patterns and analyze sales data to define assortments and modify them as per trends observed 1.7 Understood <i>competitors/other player's/ substitute products</i> 1.8 Determined means to <i>forecast demands on inventory</i> 1.9 Described the importance for <i>monitoring market trends</i> and technology changes as part of managing inventory demands 1.10 Determined <i>promotional objectives</i> of the business 1.11 Planed and scheduled <i>promotional activities</i> according to the needs of the business 1.12 Ensured timeline and costs for promotional activities are realistic and consistent with the budget 1.13 Collected and provided feedback on promotional activities 1.14 Developed action plans to provide details of products and services promoted 1.15 Analyzed the <i>market information</i> collected 1.16 Developed and document work activity plans for marketing activities. 1.17 Obtained approval of plan from relevant enterprise personnel 1.18 Determined and <i>obtain resources required</i> 1.19 Undertook marketing activities within job role. 1.20 Assigned responsibilities and functions for relevant personnel, performing specific marketing functions. 1.21 Monitored, reviewed and amended marketing activities. 1.22 Measured outcome of marketing activities. 1.23 Reviewed and recorded marketing activities against expected outcomes for improvement. 1.24 Prepared and communicate <i>marketing activities report</i> to relevant personnel 1.25 Determined characteristics of a service 1.26 Profiled the market segment for the service 1.27 Designed marketing plan for the service 1.28 Determined the different market segments 1.29 Identified their unique needs 1.30 Addressed customer complaints 1.31 Identified the emerging issues and trends in marketing 1.32 Established ways of coping with the emerging issues
2. Underpinning knowledge and attitudes	<p>The individual needs to demonstrate knowledge of:</p> <ol style="list-style-type: none"> 2.1 Marketing concept for application in business

	<ul style="list-style-type: none"> 2.2 Market segment position and market mix for each target segment. 2.3 Target audience/ consumer profile 2.4 Competitors/other player's/ substitute products 2.5 Means to forecast demands on inventory 2.6 Importance for monitoring market trends and technology changes as part of managing inventory demands 2.7 Promotional objectives of the business 2.8 Timeline and costs for promotional activities 2.9 Work activity plans for marketing activities. 2.10 Approval of plan from relevant enterprise personnel 2.11 Resources required obtained 2.12 Responsibilities and functions for relevant personnel, performing specific marketing functions 2.13 Characteristics of a service 2.14 Market segment for the service 2.15 Different market segments 2.16 Identification of unique needs
3. Underpinning skills	<p>The individual needs to demonstrate skills in:</p> <ul style="list-style-type: none"> 3.1 Researching marketing concept for application in business 3.2 analyzing marketing plan 3.3 Analyzing outcome expected from marketing activities 3.4 market segmentation position and market mix for each target segment. 3.5 Analyzing outcome expected from marketing activities 3.6 buying patterns and analyzing sales data to define assortments and modify them as per trends observed 3.7 Planning and scheduling promotional activities according to the needs of the business 3.8 Collection and provision of feedback on promotional activities 3.9 Developing action plans to provide details of products and services promoted 3.10 Analyzing the market information collected 3.11 marketing activities within job role 3.12 Monitoring, reviewing and amending marketing activities. 3.13 Measuring outcome of marketing activities 3.14 Reviewing and recording marketing activities against expected outcomes for improvement. 3.15 Preparing and communicating marketing activities report to relevant personnel 3.16 Designing marketing plan for the service 3.17 Addressing customer complaints 3.18 Identifying the emerging issues and trends in marketing 3.19 Establishing ways of coping with the emerging issues
4. Resource implications	The following resources should be provided:

	<p>4.1 Appropriately simulated environment where assessment can take place</p> <p>4.2 Access to relevant work environment</p> <p>4.3 Resources relevant to the proposed activity and tasks</p>
5. Methods of assessment	<p>Assessment</p> <p>Competency in this unit may be assessed through:</p> <p>5.1 Observation</p> <p>5.2 Written tests</p> <p>5.3 Oral questioning</p> <p>5.4 Interviewing</p> <p>5.5 Portfolio evidence</p> <p>5.6 Third party report</p>
6. Context of assessment	<p>Competency may be assessed:</p> <p>6.1 On-the -job</p> <p>6.2 Off-the-job</p> <p>6.3 Workplace experience</p>

UNIT OF COMPETENCY	PRODUCTION AND OPERATIONS MANAGEMENT
UNIT CODE 0413551/5/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes in managing production and operations of an enterprise.

ELEMENTS	PERFORMANCE CRITERIA
1. Conduct business strategy analysis	<p>1.1. Describe similar businesses</p> <p>1.2. Conduct SWOT (Strength, Weakness, Opportunities, Threats)</p> <p>1.3. Describe <i>strategic management techniques</i></p> <p>1.4. Identify do's and don'ts for the business</p>
2. Manage inventory and sales	<p>2.1 Describe inventory/procuring capacity as per demand</p> <p>2.2 Ensure required inventory is on hand</p> <p>2.3 Monitor <i>stock levels</i> and maintain at required levels</p> <p>2.4 Coordinate stock take or cyclical count</p> <p>2.5 Understand <i>operational costs</i></p> <p>2.6 Define targets for self and team to achieve business gains</p> <p>2.7 Match <i>logistics of delivery</i> to inventory supply requirements</p> <p>2.8 Calculate profits and margins</p> <p>2.9 Take steps to prevent <i>inventory losses</i></p> <p>2.10 Plan for <i>contingencies</i> in case of stock out</p>

3. Ensure excellence in business operations	<p>3.1 Plan <i>optimum utilization</i> of resources in daily operations</p> <p>3.2 Ensure the required precautions are taken and <i>timely maintenance</i> is conducted</p> <p>3.3 Provide updates on <i>new technologies</i> that can improve efficiencies and reduce risks</p> <p>3.4 promote team competence on using of equipment/s relevant to business</p> <p>3.5 Build team competence in <i>business processes</i></p> <p>3.6 Establish <i>insurance and safekeeping</i> of all goods and properties involved in the business</p>
4. Enhance customer satisfaction	<p>4.1 Identify <i>target customers</i></p> <p>4.2 Assess target <i>customer needs and desires</i></p> <p>4.3 Identify possible options to satisfy customer need</p> <p>4.4 Present options in an attractive manner that are mutually beneficial in nature</p> <p>4.5 Establish <i>rapport with customers</i> and express genuine interest to clarify customer requirements and enhance outcomes</p> <p>4.6 <i>Maximise sales opportunities</i> by use of add-on and complementary sales techniques</p> <p>4.7 Provide customer with <i>detailed product information</i></p>
5. Build strong relationships and network	<p>5.1 Build relationships with customers to generate referrals</p> <p>5.2 Collect feedback to improvise to increase business returns and reach</p> <p>5.3 Manage <i>on-time delivery service</i> fulfilment</p> <p>5.4 Implement <i>customer loyalty programs</i></p> <p>5.5 Plan and implement <i>sales presentations</i></p> <p>5.6 Address <i>customer complaints</i> and problems</p> <p>5.7 Support difficult <i>customers</i></p> <p>5.8 Dissonance reducing buyer behavior</p>
6. Display creativity and innovation for sustenance and business growth	<p>6.1 Identify opportunities and create solutions to face uncertainties</p> <p>6.2 Conduct <i>surveys for business</i> expansion and growth in line with current trends and emerging issues</p> <p>6.3 Improvise methods so as to <i>improve efficiencies</i></p>
7. Communicate team objectives	<p>7.1 Define the <i>core values</i> of your organization</p> <p>7.2 Define what the team will aspire to become or achieve as <i>long-term goals</i></p> <p>7.3 Communicate the <i>organization's vision</i> clearly and repeatedly such that all employees understand what work needs to be done and why is it critical in the overall effort</p>
Training Methods	Competency in this unit may be delivered through the following methods

	Group discussions Case Studies Role play Brainstorming Mentorship Coaching Research Presentations Field trips Industrial attachment Action learning Business games
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RANGE OF VARIABLE

VARIABLE	RANGE
1. strategic management techniques	1.1 Decision tree 1.2 Gantt charts 1.3 Critical path analysis
2. stock levels	2.1 Minimum 2.2 Maximum 2.3 Reorder 2.4 Lead time 2.5 Rotation
3. operational costs includes and not limited to:	3.1 Overheads 3.2 Contingency
4. logistics of delivery includes and not limited to:	4.1 Storage 4.2 Transportation 4.3 Handling
5. Inventory losses includes and not limited to:	5.1 Pilferages 5.2 Obsolescence 5.3 Dead stock 5.4 Loss of value 5.5 Theft
6. Optimum utilization includes and not limited to:	6.1 Levels of wastage 6.2 Efficiency of operations 6.3 Flow of work 6.4 Timely maintenance
7. Insurance and safekeeping includes and not limited to:	7.1 Risk identification 7.2 Risk mitigation measures 7.3 Risk transfer and sharing 7.4 Risk reduction
8. New technologies includes and not limited to:	8.1 Research new technology 8.2 Training 8.3 Upgrades

9. Target customers includes and not limited to:	9.1 Customer profile 9.2 Market segmentation
10. Customer needs and desires includes and not limited to:	10.1 Product usage rates 10.2 Demand pattern 10.3 Taste and preference and fashion 10.4 Maslow's hierarchy of needs
11. Rapport with customers includes and not limited to:	11.1 Market communication 11.2 Care 11.3 Public relation 11.4 Timely communication 11.5 Customer feedback analysis
12. Maximize sales opportunities includes and not limited to:	12.1 Salesmanship 12.2 Distribution channels 12.3 Delivery 12.4 Sales promotion
13. Detailed product information includes and not limited to:	13.1 Labels 13.2 Write-ups 13.3 Manuals 13.4 Packages
14. On -time delivery service includes and not limited to:	14.1 Timeliness 14.2 Reliability of service 14.3 Logistical issues
15. Customer loyalty programs includes and not limited to:	15.1 Vouchers 15.2 Promotion 15.3 Cards 15.4 Loyalty points
16. Customer complaints includes and not limited to:	16.1 Returned goods 16.2 Damaged goods 16.3 Suggestion box 16.4 Delayed goods
17. Difficult customers includes and not limited to:	17.1 Disgruntled 17.2 Insatiable 17.3 Post purchase dissonance
18. Surveys for business includes and not limited to:	18.1 Customer satisfaction 18.2 Needs assessment 18.3 Competitive analysis 18.4 SWOT analysis 18.5 Business environment 18.6 Training needs 18.7 Employee motivation
19. Improve efficiencies includes and not limited to:	19.1 Automation systems 19.2 Schedules 19.3 Staff motivation 19.4 Profit maximization
20. Core values includes and not limited to:	20.1 Integrity 20.2 Inclusivity 20.3 Equity

	20.4	Fairness
21. Goals includes and not limited to:	21.1	Long term
	21.2	Short time
22. Organization's vision includes and not limited to:	22.1	Desired long target
	22.2	Lasting image of an organization
23. Business processes includes and not limited to:	23.1	Manufacturing and selling of services and Products

EVIDENCE GUIDE

1.Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Described similar businesses 1.2 Conduced SWOT (Strength, Weakness, Opportunities, Threats) 1.3 Described <i>strategic management techniques</i> 1.4 Identified do's and don'ts for the business 1.5 Described inventory/procuring capacity as per demand 1.6 Ensured required inventory is on hand 1.7 Monitored stock levels and maintain at required levels 1.8 Coordinated stock take or cyclical count 1.9 Understood operational costs 1.10 Defined targets for self and team to achieve business gains 1.11 Matched logistics of delivery to inventory supply requirements 1.12 Calculated profits and margins 1.13 Took steps to prevent inventory losses 1.14 Planed for contingencies in case of stock out 1.15 Planed <i>optimum utilization</i> of resources in daily operations 1.16 Ensured the required precautions are taken and <i>timely maintenance</i> is conducted 1.17 Provided updates on <i>new technologies</i> that can improve efficiencies and reduce risks 1.18 promoted team competence on using of equipment/s relevant to business 1.19 Build team competence in <i>business processes</i> 1.20 Established <i>insurance and safekeeping</i> of all goods and properties involved in the business 1.21 Identified <i>target customers</i> 1.22 Assessed target <i>customer needs and desires</i> 1.23 Identified possible options to satisfy customer need 1.24 Presented options in an attractive manner that are mutually beneficial in nature 1.25 Established <i>rapport with customers</i> and express genuine interest to clarify customer requirements and enhance outcomes
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	<p>1.26 <i>Maximized sales opportunities</i> by use of add-on and complementary sales techniques</p> <p>1.27 Provided customer with <i>detailed product information</i></p> <p>1.28 Build relationships with customers to generate referrals</p> <p>1.29 Collected feedback to improvise to increase business returns and reach</p> <p>1.30 Managed <i>on-time delivery service</i> fulfilment</p> <p>1.31 Implemented <i>customer loyalty programs</i></p> <p>1.32 Planed and implemented <i>sales presentations</i></p> <p>1.33 Addressed <i>customer complaints</i> and problems</p> <p>1.34 Supported difficult <i>customers</i></p> <p>1.35 Identified opportunities and create solutions to face uncertainties</p> <p>1.36 Conducted surveys for business expansion and growth in line with current trends and emerging issues</p> <p>1.37 Improvised methods so as to improve efficiencies</p> <p>1.38 Defined the <i>core values</i> of your organization</p> <p>1.39 Defined what the team will aspire to become or achieve as <i>long-term goals</i></p> <p>1.40 Communicated the <i>organization's vision</i> clearly and repeatedly such that all employees understand what work needs to be done and why is it critical in the overall effort</p>
2. Underpinning knowledge and attitudes	<p>The individual needs to demonstrate knowledge of:</p> <p>1.1 Described similar businesses</p> <p>1.2 Identified do's and don'ts for the business</p> <p>1.3 Identified target audience/ consumer profile</p> <p>1.4 Identified buying patterns and analyzed sales data to define assortments and modify them as per trends observed</p> <p>1.5 Understood competitors/other player's/ substitute products</p> <p>1.6 Determined means to forecast demands on inventory</p> <p>1.7 Described the importance for monitoring market trends and technology changes as part of managing inventory demands</p> <p>1.8 Described inventory/procuring capacity as per demand</p> <p>1.9 Ensured required inventory is on hand</p> <p>1.10 Monitored stock levels and maintain at required levels</p> <p>1.11 Coordinated stock take or cyclical count</p> <p>1.12 Understood operational costs</p> <p>1.13 Defined targets for self and team to achieve business gains</p>
3. Underpinning skills	<p>The individual needs to demonstrate the following skills:</p> <p>3.1 Conducting SWOT (Strength, Weakness, Opportunities, Threats) analysis</p>

	<p>3.2 Matched logistics of delivery to inventory supply requirements</p> <p>3.3 Calculated profits and margins</p> <p>3.4 Took steps to prevent inventory losses</p> <p>3.5 Planned for contingencies in case of stockout</p> <p>3.6 Established rapport with customers and express genuine interest to clarify customer requirements and enhance outcomes</p> <p>3.7 Maximized sales opportunities by use of add-on and complementary sales techniques</p> <p>3.8 Provided customer with detailed information about the product/service</p> <p>3.9 Built relationships with customers to generate referrals</p> <p>3.10 Collected feedback to improvise to increase business returns and reach</p> <p>3.11 Managed on time delivery service fulfilment</p> <p>3.12 Implemented customer loyalty programs like vouchers, promotion</p> <p>3.13 Planed and implemented sales presentations</p> <p>3.14 Conducted surveys for business expansion and growth in line with current trends and emerging issues</p> <p>3.15 Improvised methods so as to improve efficiencies</p>
4. Resource implications	<p>The following resources should be provided:</p> <p>4.1 Appropriately simulated environment where assessment can take place</p> <p>4.2 Access to relevant work environment</p> <p>4.3 Resources relevant to the proposed activity and tasks</p>
5. Methods of assessment	<p>Assessment</p> <p>Competency in this unit may be assessed through:</p> <p>5.1 Observation</p> <p>5.2 Written tests</p> <p>5.3 Oral questioning</p> <p>5.4 Interviewing</p> <p>5.5 Portfolio evidence</p> <p>5.6 Third party report</p>
6. Context of assessment	<p>Competency may be assessed:</p> <p>6.1 On-the -job</p> <p>6.2 Off-the-job</p> <p>6.3 Workplace experience</p>

UNIT OF COMPETENCY	MOBILISE RESOURCES FOR A BUSINESS
UNIT CODE 0412551/6/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to mobilize resources for business

ELEMENTS	PERFORMANCE CRITERIA
1. Demonstrate ability to mobilize resources	1.1 Identify terms used in resource mobilization 1.2 Classify <i>types of resources</i> 1.3 Explain the process of resource mobilisation 1.4 Identify benefits of building partnerships for resource mobilisation 1.5 Determine ethical and legal issues in resource mobilisation 1.6 Evaluate the challenges faced when mobilising resources
2. Demonstrate ability to raise funds	2.1 Identify factors to consider when raising funds 2.2 Explain the process of raising funds 2.3 Identify methods of winning sponsors 2.4 Determine ethical and legal issues in fundraising 2.5 develop a <i>fundraising plan</i> 2.6 Identify key <i>donor requirements</i> 2.7 Evaluate the challenges faced when raising funds 2.8 Explain benefits of organizing an event for raising fund 2.9 Examine the <i>principles of Organizing</i> an event 2.10 Evaluate the challenges faced when organizing an event
3. Develop project funding	3.1 Identify <i>terms used in project funding</i> 3.2 Describe the process of developing a proposal for funding 3.3 Differentiate a project concept paper and a project proposal 3.4 Evaluate challenges of using proposal for fundraising and resource mobilization. 3.5 Develop a format of project funding proposal 3.6 Identify emerging issues and trends in resource mobilization and fundraising 3.7 Develop ways of coping with emerging issues and trends
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies

	<ul style="list-style-type: none"> Role play Brainstorming Mentorship Couching Research Presentations Field trips Industrial attachment Action learning Business games
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RANGE OF VARIABLE

VARIABLE	RANGE
1. Types of resources may include but not limited to:	<ul style="list-style-type: none"> 1.1 Financial 1.2 Technical 1.3 Human resources 1.4 Material /goods
2. Fundraising plan may include but not limited to:	<ul style="list-style-type: none"> 2.1 Goals 2.2 Strategy 2.3 Methods 2.4 Schedule 2.5 Tasks
3. Donor requirements may include but not limited to:	<ul style="list-style-type: none"> 3.1 Guidelines 3.2 Proposal 3.3 Objective/goals 3.4 Reports
4. Principles of organizing an event may include but not limited to:	<ul style="list-style-type: none"> 1.1 Event objective 1.2 Budget planning 1.3 Knowing target audience 1.4 Timeliness 1.5 Venue selection 1.6 Managing suppliers 1.7 Marketing and communication 1.8 Back-up plan
5. Terms used in project funding may include but not limited to	<ul style="list-style-type: none"> 1.9 Funding partners 1.10 Program description 1.11 Capital expenditures 1.12 Project finance phases 1.13 Debt funding 1.14 Equity funding 1.15 Documentation 1.16 Monitoring and review

UNIT OF COMPETENCY	MONITOR AND EVALUATE BUSINESS PROJECT
UNIT CODE 0413551/7/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes essential in monitoring and evaluating business projects
ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate understanding of the terms monitoring and evaluation	1.1 Differentiate the terms monitoring and evaluation 1.2 Identify <i>types of project monitoring and project evaluation</i> 1.3 Describe the steps in project monitoring and project evaluation 1.4 Identify the characteristics of a good monitoring system 1.5 Examine the challenges faced in monitoring projects 1.6 Identify <i>key project evaluation criteria</i>
2. Carry out monitoring and evaluation	2.1 Describe monitoring and <i>evaluation methods</i> 2.2 Identify monitoring and <i>evaluation tools</i> 2.3 Identify the qualities of a good evaluator 2.4 Determine the response to monitoring and valuation results 2.5 Communicate monitoring and evaluation results
3. Determine indicators in monitoring and evaluation	3.1 Identify types of indicators 3.2 Explain <i>characteristics of good indicators</i> 3.3 Identify process of selecting indicators 3.4 Explain process and change in indicators
4. Carry out project audit	4.1 Identify types of <i>project audits</i> 4.2 Identify project audit tools 4.3 Describe audit process 4.4 Determine terms of reference for project audit
5. Write project monitoring and evaluation report	5.1 Identify <i>types of report</i> 5.2 Explain the factors to consider in report writing 5.3 Describe the format of a monitoring and evaluation report 5.4 Disseminate reports 5.5 Identify emerging issues and trends in monitoring and evaluation of business projects. 5.6 Develop ways of coping with emerging issues and trends.
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies

	<ul style="list-style-type: none"> Role play Brainstorming Mentorship Couching Research Presentations Field trips Industrial attachment Action learning Business games
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RANGE OF VARIABLE

VARIABLE	RANGE
1. Types of project monitoring may include but not limited to:	<ul style="list-style-type: none"> 1.1 Process 1.2 Results 1.3 Compliance 1.4 Financial 1.5 Organizational
2. Types of project evaluation may include but not limited to:	<ul style="list-style-type: none"> 2.1 Formative 2.2 Process 2.3 Outcome 2.4 Summative 2.5 Participatory
3. key project evaluation criteria may include but not limited to:	<ul style="list-style-type: none"> 3.1 Cost 3.2 Budget 3.3 Scope 3.4 Time
4. characteristics of good indicators include but not limited to	<ul style="list-style-type: none"> 4.1 Relevant 4.2 Objective 4.3 Available 4.4 Realistic 4.5 Specific
5. Evaluation methods include but not limited to	<ul style="list-style-type: none"> 5.1 Bank efficiency ratio 5.2 Profit factor 5.3 Economic feasibility 5.4 Yield on cost 5.5 Book to market ratio
6. Evaluation tools include but not limited to	<ul style="list-style-type: none"> 6.1 Surveys 6.2 Case studies 6.3 Interviews 6.4 Observation
7. Types of reports include but not limited to	<ul style="list-style-type: none"> 7.1 project progress report 7.2 Field trip reports 7.3 Meeting reports

UNIT OF COMPETENCY	FUNDAMENTALS OF STRATEGIC MANAGEMENT
UNIT CODE 0413551/8/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to determine fundamentals of strategic management
ELEMENT	PERFORMANCE CRITERIA
1. Determine process of strategic management	1.1 Identify factors that shape an <i>organizational strategy</i> 1.2 Describe evolution of strategic management 1.3 Analyze strategic issues 1.4 Examine <i>strategic management process</i>
2. Establish organizational culture	2.1 Identify the components of an organizational culture 2.2 Examine the role of organizational culture in strategic management
3. Determine organizational change	3.1 Describe organizational change in business 3.2 Identify <i>types of organizational change</i> 3.3 Apply intervention strategies in change as a strategic issue
4. Establish Strategy and diversification	4.1 Identify the <i>scope of diversification</i> in strategic management 4.2 Explain the <i>types of diversification strategy</i> 4.3 Analyze the effects of diversification strategies on strategic management process 4.4 Examine project management as a strategy 4.5 Identify emerging issues and trends in fundamentals of strategic management. 4.6 Develop ways of coping with emerging issues and trends in fundamentals of strategic management
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies Role play Brainstorming Mentorship Coaching Research Presentations Field trips Industrial attachment Action learning Business games

RANGE OF VARIABLE

VARIABLE	RANGE
1. Organizational strategy includes but not limited to:	1.1 An organizational strategy is the sum of the actions a company intends to take to achieve long-term goals
2. strategic management process includes but not limited to:	2.1 Environmental Scanning 2.2 Strategy Formulation 2.3 Strategy Implementation 2.4 Strategy Evaluation
3. Types of organizational change includes but not limited to:	3.1 Transformational/radical change 3.2 Incremental change 3.3 Developmental change 3.4 Remedial change 3.5 Structural change
4. Scope of diversification includes but not limited to:	4.1 The actual changes derived from firm strategies to expand into new product and geographic markets
5. Types of diversification strategy include but not limited to:	5.1 Widening the scope of the organization across different products and market sectors. 5.2 Entering into a new market or industry which the organization is not currently in. 5.3 Creating a new product for the new market.

UNIT OF COMPETENCY	MANAGE COMMERCIAL ASPECTS OF A BUSINESS
UNIT CODE 0413551/9/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to engage in commercial practices in business.

ELEMENTS	PERFORMANCE CRITERIA
1. Demonstrate competence in contemporary commercial practices	1.1 Recognize contribution of <i>commercial activities</i> in national development 1.2 Evaluate <i>forms of business organization</i> 1.3 Demonstrate understanding of <i>requirements of international trade</i> 1.4 Demonstrate understanding of <i>requirements of domestic trade</i> 1.5 Establish ways of overcoming <i>barriers to international trade</i>

2. Use various trade documents	2.1 Prepare <i>documents used in domestic trade</i> 2.2 Prepare <i>documents used in international trade</i>
3. Demonstrate understanding of support services in business activities	3.1 Analyze the <i>role of private sector in service provision</i> 3.2 Analyze the <i>role of government in service provision</i> 3.3 Evaluate the services provided
4. Emerging issues and trends	4.1 Identify emerging issues affecting commercial practices 4.2 Establish ways of coping with emerging issues
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies Role play Brainstorming Mentorship Couching Research Presentations Field trips Industrial attachment Action learning Business games

RANGE OF VARIABLE

VARIABLE	RANGE
1. Commercial activities include and not limited to:	1.1 Wholesaling 1.2 Franchising 1.3 Retailing 1.4 Import and export
2. Forms of business organization includes and not limited to:	2.1 Sole proprietorship 2.2 Limited companies 2.3 Partnerships 2.4 Cooperative
3. Requirements for international trade includes and not limited to:	3.1 Export import licenses 3.2 International trade regulations 3.3 Regional trade blocks 3.4 International treaties 3.5 Local tax regulation
4. Requirements of domestic trade includes and not limited to:	4.1 Licenses 4.2 Tax regulations 4.3 Environmental approvals and regulations 4.4 Occupational health and safety regulations
5. Barriers to international trade includes and not limited to:	5.1 Tariff 5.2 Non-tariff

	5.3	Terrorism
6. Documents used in domestic trade includes and not limited to:	6.1 6.2 6.3 6.4 6.5 6.6 6.7 6.8	Invoices Local purchase order Local service Order Promissory notes Letter of credit Quotations notes Letter of enquiries Receipts
7. Documents used in international trade	7.1 7.2 7.3 7.4	Bills of exchange import declaration forms International purchase orders Bill of lading Inspection certificates
8. Role of private sector includes and not limited to:	8.1 8.2 8.3 8.4	Production Distribution Transportation Market trend setters
9. Role of government includes and not limited to:	9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8	Regulation Sponsorship Planning Buyer Coordination Security Infrastructure Marketing

EVIDENCE GUIDE

1. Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Recognize contribution of <i>commercial activities</i> in national development</p> <p>1.2 Evaluate <i>forms of business organization</i></p> <p>1.3 Demonstrate understanding of <i>requirements of international trade</i></p> <p>1.4 Demonstrate understanding of <i>requirements of domestic trade</i></p> <p>1.5 Establish ways of overcoming <i>barriers to international trade</i></p> <p>1.6 Analyze the <i>role of private sector in service provision</i></p> <p>1.7 Analyze the <i>role of government</i> in service provision</p> <p>1.8 Evaluate the services provided</p> <p>1.9 Identify emerging issues affecting commercial practices</p> <p>1.10 Establish ways of coping with emerging issues</p>
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2. Underpinning knowledge and attitudes	The individual needs to demonstrate knowledge of: 2.1 Recognize contribution of <i>commercial activities</i> in national development 2.2 Evaluate <i>forms of business organization</i> 2.3 Demonstrate understanding of <i>requirements of international trade</i> 2.4 Demonstrate understanding of <i>requirements of domestic trade</i> 2.5 Establish ways of overcoming <i>barriers to international trade</i>
3. Underpinning skills	The individual needs to demonstrate the knowledge of: 3.1 Prepared documents used in international trade 3.2 Prepared documents used in domestic trade 3.3 Analyzed the role of private sector in service provision 3.4 Analyzed the role of government in service provision 3.5 Evaluated the services provided
4. Resource implications	The following resources should be provided: 4.1 Appropriately simulated environment where assessment can take place 4.2 Access to relevant work environment 4.3 Resources relevant to the proposed activity and tasks
5. Methods of assessment	Assessment Competency in this unit may be assessed through: 5.1 Observation 5.2 Written tests 5.3 Oral questioning 5.4 Interviewing 5.5 Portfolio evidence 5.6 Third party report
6. Context of assessment	Competency may be assessed: 6.1 On-the -job 6.2 Off-the-job 6.3 Workplace experience

UNIT OF COMPETENCY	MANAGE FINANCIAL OPERATIONS
UNIT CODE 0412551/10/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes for managing finances.

ELEMENTS	PERFORMANCE CRITERIA
1. Recognize importance of keeping essential financial records	1.1 Describe essential <i>financial records</i> 1.2 Describe the importance of keeping essential financial records

2. Prepare essential financial records	2.1 Prepare source documents and books of original entry 2.2 Prepare ledger accounts 2.3 Extract trial balance
3. Prepare capital and revenue expenses	3.1 Differentiate between capital and revenue expenses 3.2 Classify expenditure 3.3 Compile capital and revenue expenses
4. Prepare final accounts	4.1 Classify types of organizations 4.2 Prepare income statements (trading, profit and loss accounts) 4.3 Prepare financial positions (Balance sheet) 4.4 Make year-end adjustments to final accounts 4.5 Interpret financial statements
5. Prepare and manage cash flow projections	5.1 Prepare cash flow projections 5.2 Operate within the cash flow projections
6. Take measures to control costs	6.1 Classify <i>types of costs</i> 6.2 Implement <i>cost reduction measures Inventory control</i>
7. Raise funds for business	7.1 Identify <i>credit sources</i> for business expansion 7.2 Describe the terms and conditions of sources offering credit 7.3 Identify <i>risks involved</i> in each of sources considered 7.4 Select suitable <i>source of credit</i>
8. Establish trading terms for the business	8.1 Define processes for approving <i>trading terms</i> 8.2 Establish supplier trading terms 8.3 Define business customer/direct customer trading terms 8.4 Approve trading terms according to business policy and procedures
9. Emerging issues	9.1 Identify emerging issues affecting financial operations 9.2 Establish ways of coping with emerging issues
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies Role play Brainstorming Mentorship Coaching Research Presentations Field trips Industrial attachment Action learning Business games

RANGE OF VARIABLE

VARIABLE	RANGE
1. Business policy and procedures may include but not limited to:	1.1 Credit policies 1.2 Re-order level 1.3 Budget policies 1.4 HR Policies
2. Stakeholders may include but not limited to:	2.1 Company directors 2.2 Shareholders 2.3 Senior Management
3. Income and expenditure may include but not limited to:	3.1 Sales 3.2 Receivables 3.3 Revenue 3.4 Capital
4. Corrective action may include but not limited to:	4.1 Virements 4.2 Borrowing 4.3 Rescheduling
5. Budget audit mechanisms may include but not limited to:	5.1 Procurement plans 5.2 Periodic budgets 5.3 Supplementary
6. Basic accounting tasks,	6.1 Books of accounts- cash book, trial balance, ledgers, income statements, statement of financial position
7. Fraudulent activities may include but not limited to:	7.1 Collusion with debtors 7.2 Theft 7.3 Corruption 7.4 Improper entries
8. Types of costs may include but not limited to:	8.1 Variables 8.2 Fixed 8.3 Overheads
9. Cost reduction measures may include but not limited to:	9.1 Budgeting 9.2 Outsourcing 9.3 Tendering 9.4 Bidding 9.5 Lowering production cost 9.6 Capacity building
10. Types of organizations may include but not limited to:	9.7 Profit making organizations 9.8 Non Profit making organizations
11. Inventory control measures may include but not limited to:	11.1 Stock taking 11.2 Preparation of inventory budgets 11.3 Setting inventory turn-over ratio 11.4 Re-order level
12. Credit sources may include but not limited to:	12.1 Banks 12.2 Family 12.3 Friends/Relative 12.4 Government funds e.g Youth Enterprise Fund 12.5 Suppliers

13. Risks involved may include but not limited to:	13.1 Inflation of interest rates 13.2 Bankruptcy 13.3 Fraud 13.4 Change of credit terms 13.5 Strained relationships
14. Trading terms may include but not limited to:	14.1 Credit 14.2 Cash 14.3 Discount 14.4 Repayment period 14.5 Returns 14.6 After sales service 14.7 Warranties
15. Business systems may include but not limited to:	15.1 Recording sales figures, 15.2 Revenue, 15.3 Personnel 15.4 Payroll information 15.5 Expenditure
16. Analyze credit may include but not limited to:	16.1 Calculate 16.2 Credit amount 16.3 Credit period 16.4 Break-even point 16.5 Payment schedules

EVIDENCE GUIDE

1. Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Described the importance of keeping essential business records 1.2 Described <i>essential business records</i> 1.3 Prepared source documents and books of original entry 1.4 Recorded transactions in cash book 1.5 Prepared control accounts 1.6 Classified expenditure 1.7 Compiled capital and revenue expenses 1.8 Classified types of organizations 1.9 Prepared income statements (trading, profit and loss accounts) 1.10 Prepared financial positions (Balance sheet) 1.11 Made year-end adjustments to final accounts 1.12 Interpreted financial statements 1.13 Applied <i>business policy and procedures</i> in preparation of budget 1.14 Presented proposed budgets or targets accurately and concisely to the concerned <i>stakeholders</i> 1.15 Negotiated changes to agreed budget allocations
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	<p>1.16 Monitored <i>income and expenditure</i> and maintain expenditure within budget targets</p> <p>1.17 Took prompt <i>corrective action</i> where significant deviations from budget occur</p> <p>1.18 Enforced <i>budget audit mechanisms</i> and compliance requirements</p> <p>1.19 Conducted <i>basic accounting tasks</i>, creating and maintaining reports</p> <p>1.20 Analyzed sources of profits and causes of losses as reflected in the reports</p> <p>1.21 Ensured implementation of checks to prevent monetary losses due to <i>fraudulent activities</i></p> <p>1.22 Monitored and maintain <i>business systems</i></p> <p>1.23 Classified <i>types of costs</i></p> <p>1.24 Implemented <i>cost reduction measures</i> according to business policy and procedure</p> <p>1.25 <i>Inventory control</i> in line with the policy and procedures</p> <p>1.26 Described the <i>business cycle</i> from accounting point of view</p> <p>1.27 <i>Analyze credit</i></p> <p>1.28 Set the vendors <i>credit cycle</i> to ensure smooth borrowing process</p> <p>1.29 Negotiated to arrive at the most profitable vendor relationship for the organization and finalize credit cycle</p> <p>1.30 Identified <i>credit sources</i> for business expansion</p> <p>1.31 Described the terms and conditions <i>of sources</i> offering credit</p> <p>1.32 Identified <i>risks involved</i> in each of sources considered</p> <p>1.33 Selected suitable <i>source of credit</i></p> <p>1.34 Defined processes for approving <i>trading terms</i></p> <p>1.35 Established supplier trading terms</p> <p>1.36 Defined business customer/direct customer trading terms</p> <p>1.37 Approved trading terms according to business policy and procedures</p>
2. Underpinning knowledge and attitudes	<p>The individual needs to demonstrate knowledge of:</p> <p>2.1 Essential business records</p> <p>2.2 Types of organizations</p> <p>2.3 Types of costs</p> <p>2.4 Business cycle</p> <p>2.5 I credit sources</p> <p>2.6 Terms and conditions of sources offering credit</p> <p>2.7 Risks involved in different sources</p> <p>2.8 Source of credit</p> <p>2.9 Processes for approving trading terms</p> <p>2.10 Supplier trading terms</p> <p>2.11 Business customer/direct customer trading terms</p> <p>2.12 Trading terms according to business policy and procedures</p>
3. Underpinning skills	The individual needs to demonstrate skills in:

	<p>3.1 Preparation of source documents and books of original entry</p> <p>3.2 Recording of transactions in cash book</p> <p>3.3 Preparation of control accounts</p> <p>3.4 Classification of expenditure</p> <p>3.5 Compilation of capital and revenue expenses</p> <p>3.6 Compilation of capital and revenue expenses</p> <p>3.7 Classification of types of organizations</p> <p>3.8 Preparation of income statements (trading, profit and loss accounts)</p> <p>3.9 Preparation of financial positions (Balance sheet)</p> <p>3.10 Year-end adjustments to final accounts</p> <p>3.11 Interpretation of financial statements</p> <p>3.12 Application of business policy and procedures in preparation of budget</p> <p>3.13 Presentation of proposed budgets or targets</p> <p>3.14 Negotiation of changes to agreed budget allocations</p> <p>3.15 Monitoring income and expenditure and maintaining expenditure</p> <p>3.16 Prompt corrective action where there is significant deviations</p> <p>3.17 Enforcement of budget audit mechanisms and compliance requirements</p> <p>3.18 Conduction of basic accounting tasks, creating and maintaining reports</p> <p>3.19 Analyzing sources of profits and causes of losses as reflected in the reports</p> <p>3.20 Implementation of checks to prevent monetary losses due to fraudulent activities</p> <p>3.21 Monitoring and maintaining business systems</p> <p>3.22 Implementing cost reduction measures according to business policy and procedure</p> <p>3.23 Inventory control in line with the policy and procedures</p> <p>3.24 Analyzing credit</p> <p>3.25 Setting the vendors credit cycle to ensure smooth borrowing process</p> <p>3.26 Negotiating to arrive at the most profitable vendor relationship for the organization and finalize credit cycle</p>
4. Resource implications	<p>The following resources should be provided:</p> <p>4.1 Appropriately simulated environment where assessment can take place</p> <p>4.2 Access to relevant work environment</p> <p>4.3 Resources relevant to the proposed activity and tasks</p>
5. Methods of assessment	<p>Assessment</p> <p>Competency in this unit may be assessed through:</p> <p>5.1 Observation</p> <p>5.2 Written tests</p> <p>5.3 Oral questioning</p>

	5.4 Interviewing 5.5 Portfolio evidence 5.6 Third party report
6. Context of assessment	Competency may be assessed: 6.1 On-the -job 6.2 Off-the-job 6.3 Workplace experience

UNIT OF COMPETENCY	MANAGE HUMAN RESOURCE IN A BUSINESS
UNIT CODE 0413551/11/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes in managing human resource.

ELEMENTS	PERFORMANCE CRITERIA
1. Assess human resource requirement	1.1 Establish <i>human resource needs</i> 1.2 Describe how to assess human resource requirement 1.3 Identify most effective and cost efficient options for sourcing qualified personnel 1.4 Ensure that business efficiencies are achieved by deploying human resource appropriately
2. recruit suitable human capital	2.1 Apply <i>appropriate recruitment procedures</i>
3. Retain Human Resource	3.1 Offer <i>commensurate compensation</i> 3.2 Ensure attractive benefits are offered to employees 3.3 Motivate and reward employees promote employees in line with the HR policy 3.4 Develop career progression paths 3.5 Conduct training needs assessments 3.6 Build employee capacity 3.7 Assess performance of staff in relation to the needs of the individual and the business 3.8 Assess performance as well as potential for development

	3.9 Analyze data so as to ensure appropriate person-task matching
4. Plan Succession	4.1 Prepare the employees for <i>succession</i>
5. Plan for Separation	5.1 Prepare the <i>organization for separation</i> 5.2 Prepare the <i>employee for separation</i>
6. Observe employee labor relation	6.1 Apply <i>labor and employment Act</i>

RANGE OF VARIABLE

VARIABLE	RANGE
1. Human resource needs	1.1 Assess human resource requirement 1.2 Source qualified human capital 1.3 Deploying human resource appropriately
2. Appropriate recruitment procedures	2.1 Advertise 2.2 Shortlisting 2.3 Interview 2.4 Selection 2.5 Engagement 2.6 Induction 2.7 Training
3. Commensurate compensation	3.1 Remuneration 3.2 Working hours 3.3 Leaves 3.4 Allowances 3.5 Motivation 3.6 Reward systems 3.7 Performance appraisal 3.8 Superannuation
4. Succession management	4.1 Role playing 4.2 Mentoring 4.3 Delegation 4.4 Simulation 4.5 Capacity building
5. Prepare the employee for separation	5.1 Counselling 5.2 Training 5.3 Notification 5.4 Terminal leaves
6. Organization for separation	6.1 Causes of separation: 6.2 Resigning 6.3 Retiring 6.4 Demise 6.5 Redundancy 6.6 Dismissal 6.7 Compensation on separation: 6.8 Terminal benefits

	6.9 Gratuity 6.10 Pension
7. Labor and employment Act	7.1 Constitution 2010 7.2 Employment Act 7.3 Labour relations act 7.4 OSHA
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies Role play Brainstorming Mentorship Coaching Research Presentations Field trips Industrial attachment Action learning Business games

EVIDENCE GUIDE

1. Critical aspects of competence	1.1 Assessment requires evidence that the candidate: 1.2 Offered <i>commensurate compensation</i> 1.3 Ensured attractive benefits are offered to employees 1.4 motivated and rewarded employees promote employees in line with the HR policy 1.5 Developed career progression paths 1.6 Conducted training needs assessments 1.7 Build employee capacity 1.8 Assessed performance of staff in relation to the needs of the individual and the business 1.9 Assessed performance as well as potential for development 1.10 Analyzed data so as to ensure appropriate person-task matching 1.11 Prepared the employees for succession 1.12 Prepared the organization for separation 1.13 Prepared the employee for separation
2. Underpinning knowledge and attitudes	The individual needs to demonstrate skills in: 2.1 Offer <i>commensurate compensation</i> 2.2 Ensured attractive benefits are offered to employees 2.3 motivated and rewarded employees promote employees in line with the HR policy 2.4 Developed career progression paths

	2.5 Assessed performance of staff in relation to the needs of the individual and the business
3. Underpinning skills	The individual needs to demonstrate skills in: 3.1 Conducted training needs assessments 3.2 Build employee capacity 3.3 Assessed performance as well as potential for development 3.4 Analyzed data so as to ensure appropriate person-task matching 3.5 Prepared the employees for succession 3.6 Prepared the organization for separation 3.7 Prepared the employee for separation
4. Resource implications	The following resources should be provided: 4.1 Appropriately simulated environment where assessment can take place 4.2 Access to relevant work environment 4.3 Resources relevant to the proposed activity and tasks
5. Methods of assessment	Assessment Competency in this unit may be assessed through: 5.1 Observation 5.2 Written tests 5.3 Oral questioning 5.4 Interviewing 5.5 Portfolio evidence 5.6 Third party report
6. Context of assessment	Competency may be assessed: 6.1 On-the -job 6.2 Off-the-job 6.3 Workplace experience

UNIT OF COMPETENCY	WRITE A BUSINESS PLAN
UNIT CODE 0413551/12/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to develop a Business Plan

ELEMENTS	PERFORMANCE CRITERIA
1. Introduce Business plan	1.1 Identify the <i>uses</i> of a business plan 1.2 Identify the various <i>components of a Business Plan</i> 1.3 Develop a Business plan using relevant content
2. Develop a Business Plan	2.1 Develop <i>chapters of the business plan</i>
3. Present Business plan	3.1 Compile all the <i>parts of the business plan</i>

	3.2 Present final report of business plan
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RANGE OF VARIABLE

VARIABLE	RANGE
1. Components includes but not limited to:	1.1 Executive summary 1.2 Business description 1.3 Marketing plan 1.4 Organization/Management plan 1.5 Operational plan/Production plan. 1.6 Financial plan
2. Chapters of the business plan includes but not limited to:	2.1 Business description 2.2 Marketing plan 2.3 Organization/Management plan 2.4 Operational plan/Production plan. 2.5 Financial plan
3. Parts of the business plan includes but not limited to:	3.1 Cover page 3.2 Declaration 3.3 Dedication 3.4 Acknowledgement 3.5 Table of contents 3.6 Executive summary 3.7 Business description 3.8 Marketing plan 3.9 Organization/management plan 3.10 Operational plan/production plan. 3.11 Financial plan 3.12 Appendices
4. Uses includes but not limited to:	4.1 Planning 4.2 An evaluation tool 4.3 Financing 4.4 Road map

EVIDENCE GUIDE

1.Critical aspects of competence	Assessment requires evidence that the candidate: 1.1 Identified the uses of a Business plan 1.2 Identified the various components of a Business Plan 1.3 Developed a Business plan using relevant content 1.4 Developed <i>chapters of the business plan</i> 1.5 Compiled all the <i>parts of the business plan</i> 1.6 Presented final report of business plan
2. Underpinning knowledge and attitudes	The individual needs to demonstrate knowledge of: 2.1 Uses of a Business plan

	2.2 Components of a Business Plan
3. Underpinning skills	The individual needs to demonstrate skills in: 3.1 Developing a Business plan using relevant content 3.2 Developing <i>chapters of the business plan</i> 3.3 Compiling all the <i>parts of the business plan</i> 3.4 Presenting Business plan
4. Resource implications	The following resources should be provided: 4.1 Appropriately simulated environment where assessment can take place/ 4.2 Internet 4.3 Computers 4.4 Printers 4.5 Printing materials 4.6 Projectors 4.7 Resources relevant to the proposed activity or tasks
5. Methods of assessment	Assessment: 5.1 Competency in this unit may be assessed through: Observation 5.2 Written tests 5.3 Interviewing 5.4 Portfolio 5.5 presentation 5.6 project reports 5.7 Third party report
6. Context of assessment	Competency may be assessed: 6.1 On-the -job 6.2 Off-the-job 6.3 Workplace experience

UNIT OF COMPETENCY	OFFER CONSULTANCY SERVICES IN BUSINESS ENTERPRISE
UNIT CODE 0413551/13/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to offer consultancy service in business.

ELEMENTS	PERFORMANCE CRITERIA
1. Establish the role of consultancy services in business enterprise	1.1 Determine the <i>role of a consultant</i> in business 1.2 Describe the <i>qualities of a consultant</i>
2. Set consultancy goals	2.1 Identify <i>problem within the business enterprise</i> 2.2 Plan <i>problem solving strategies</i> 2.3 Evaluate performance
3. Develop consultancy proposal	3.1 Identify <i>components of a consultancy proposal</i>
4. Carry out consultancy services	4.1 Develop action plan 4.2 Provide feedback 4.3 Undertake <i>self-evaluation</i>
5. Emerging issues and business trends	5.1 Identify emerging issues 5.2 Design methods of coping with emerging issues
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies Role play Brainstorming Mentorship Coaching Research Presentations Field trips Industrial attachment Action learning Business games

RANGE OF VARIABLE

VARIABLE	RANGE
1. Role of a consultant may include but not limited to:	1.1 Advisor 1.2 Thinker 1.3 Trainer

	1.4 Counselling
2. Qualities of a consultant may include but not limited to:	2.1 Good listener 2.2 Empathy 2.3 Communicators 2.4 Support providers
3. Problem within the business enterprise may include but not limited to:	3.1 Operational 3.2 Environmental 3.3 Legal 3.4 Technological 3.5 Economical 3.6 Political
4. Problem solving strategies may include but not limited to:	4.1 Re- engineering 4.2 Training 4.3 Mentorship 4.4 Bench marking 4.5 Team building 4.6 Trouble shooting
5. Components of a consultancy proposal may include but not limited to:	5.1 Contract duration 5.2 Terms of reference 5.3 Payment methods 5.4 Contract termination
6. Self-evaluation may include but not limited to:	6.1 SWOT 6.2 Development needs 6.3 Areas of improvement 6.4 Redundancy 6.5 Duplication 6.6 Time management

EVIDENCE GUIDE

1.Critical aspects of competence	Assessment requires evidence that the candidate: 1.1 Determined the role of a consultant in business 1.2 Described the qualities of a consultant 1.3 Identified problem within the business enterprise 1.4 Planned problem solving strategies 1.5 Evaluated performance 1.6 Identified components of a consultancy proposal 1.7 Developed action plan 1.8 Provided feedback 1.9 Undertook self-evaluation 1.10 Identified emerging issues 1.11 Designed methods of coping with emerging issues
2. Underpinning knowledge and attitudes	The individual needs to demonstrate knowledge of: 2.1 Role of a consultant in business 2.2 Qualities of a consultant

	<p>2.3 Problem solving strategies</p> <p>2.4 Components of a consultancy proposal</p> <p>2.5 Self-evaluation</p>
3. Underpinning skills	<p>The individual needs to demonstrate skills in:</p> <p>6.1 Determination of the role of a consultant in business</p> <p>6.2 Identification of problems within the business enterprise</p> <p>6.3 Planning of problem solving strategies</p> <p>6.4 Evaluation of performance</p> <p>6.5 Identification of components of a consultancy proposal</p> <p>6.6 Development of action plan</p> <p>6.7 Undertaking self-evaluation</p> <p>6.8 Identification of emerging issues</p> <p>6.9 Designing of methods of coping with emerging issues</p>
4. Resource implications	<p>The following resources should be provided:</p> <p>4.1 Appropriately simulated environment where assessment can take place</p> <p>4.2 Access to relevant work environment</p> <p>4.3 Resources relevant to the proposed activity and tasks</p>
5. Methods of assessment	<p>Assessment</p> <p>Competency in this unit may be assessed through:</p> <p>5.1 Observation</p> <p>5.2 Written tests</p> <p>5.3 Oral questioning</p> <p>5.4 Interviewing</p> <p>5.5 Portfolio evidence</p> <p>5.6 Third party report</p>
6. Context of assessment	<p>Competency may be assessed:</p> <p>6.1 On-the -job</p> <p>6.2 Off-the-job</p> <p>6.3 Workplace experience</p>

UNIT OF COMPETENCY	UNDERTAKE RESEARCH IN BUSINESS
UNIT CODE 0413551/14/A	
UNIT DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to undertake research in business

ELEMENTS	PERFORMANCE CRITERIA
1. Describe research process	<p>1.1 Recognize the <i>role of research</i> in business</p> <p>1.2 Formulate <i>research problem</i></p> <p>1.3 Select <i>research design</i></p>

	1.4 Select <i>data collection method</i> 1.5 Present, analyze and interpret data 1.6 Write report 1.7 Disseminate research findings
2. Develop research proposal	2.1 Identify <i>components of a research proposal</i>
3. Collect data	3.1 Design <i>instruments for data collection</i> 3.2 Carry out data collection
4. Prepare report	4.1 <i>Analyze data</i> 4.2 Interpret data 4.3 Report findings
5. Emerging issues and trends in research	5.1 Identify emerging issues in research 5.2 Design ways of coping with emerging issues
Training Methods	Competency in this unit may be delivered through the following methods Group discussions Case Studies Role play Brainstorming Mentorship Coaching Research Presentations Field trips Industrial attachment Action learning Business games

RANGE OF VARIABLE

VARIABLE	RANGE
1. Components of a research proposal include but not limited to:	1.1 Introduction 1.2 Literature review 1.3 Design methodology 1.4 Bibliography /Reference 1.5 Appendices
2. Role of research include but not limited to:	2.1 Discovery 2.2 New knowledge 2.3 Control phenomenon 2.4 Explain theories 2.5 Predict
3. Research problem include but not limited to:	3.1 Contemporary issues 3.2 Advances in the trend 3.3 Researchable 3.4 Credible 3.5 Relevance 3.6 Verifiable

	3.7 Authenticity
4. Research design include but not limited to:	4.1 Case study 4.2 Survey 4.3 Experimental 4.4 Action 4.5 Historical 4.6 Trend analysis 4.7 Cross sectional 4.8 Quantitative 4.9 Qualitative
5. Data collection method include but not limited to:	5.1 Focus group discussion 5.2 Interviews 5.3 Questionnaires 5.4 Document analysis 5.5 Observation
6. Instruments for data collection include but not limited to:	6.1 Observation Schedules 6.2 Observation Guides 6.3 Questionnaires 6.4 Tests 6.5 Interview Schedules 6.6 Interview Guides

SECTION 3: TRAINING STANDARDS

These guidelines are set to provide the Technical and Vocational Education and Training (TVET) Entrepreneurship with information and other important requirements to consider when designing Entrepreneur programs for TVET Entrepreneur.

They include information on training delivery; trainee entry requirements; tools and equipment; training facilities; and trainer's qualification. However, curriculum design shall be developed by curriculum developers based on this training regulation.

3.1 TRAINING DELIVERY

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

1. The training is based on curriculum developed from the competency standards;
2. Learning is modular in its structure;
3. Training delivery is individualized and self-paced;
4. Training is based on work that must be performed;
5. Training materials are directly related to the competency standards and the curriculum modules;
7. Assessment is based in the collection of evidence of the performance of work to the industry required standard;
7. Training is based both on and off-the-job components;
8. Allows for recognition of prior learning (RPL) or current competencies;
9. Training allows for multiple entry and exit; and
10. Approved training programs are Nationally Accredited

The competency - based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components.
- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer just facilitates the training delivery.
- Peer teaching/mentoring is a training modality wherein fast trainees are given the opportunity to assist the slow learners.
- Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.
- Distance learning is a formal education process in which majority of the instruction occurs when the trainees and trainer are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies.

3.2 TRAINEE ENTRY REQUIREMENTS

Prospective trainees must possess the following qualifications:

- TVET Entrepreneur Certificate level 5

3.3 LIST OF TOOLS, EQUIPMENT AND MATERIALS

TVET ENTRPENEUR PROGRAMME

Recommended list of tools and materials per trainee

TOOLS		EQUIPMENT		MATERIALS	
QTY	DESCRIPTION	QTY	DESCRIPTION	QTY	DESCRIPTION
	Hand tools (for the target trade areas)	10	Computer/ laptops,	5	Internet Connection (Wi-Fi)
				20	Paper and
				20pkts	pencil
		20	USB memory sticks		
		5	Printer		
		1	LCD projector	20	Audio video materials
		5	Electronic /Multimedia equipment	20	Hand outs
		1	Training facilities • Smart/White Board	20	Reference books
		1pkt	White Board markers/eraser		
		1 Per trade	• Workplace or simulated Lab environment	20	• Manuals • Policy documentation
				20	Different types of sample forms
				20	Materials and consumables for maintenance activities

3.4 TRAINING FACILITIES

ENTREPRENEUR PROGRAMME

At the minimum, there should be provisions for a lecture and workshop area, learning resource area, multimedia/computer/audio-visual laboratory and workshop/production area

3.5 TRAINER'S QUALIFICATIONS

Must be a holder of a minimum of Bachelor's Degree or its equivalent in relevant field of specialization and at least 5 years' experience at management level.

3.6 INSTITUTIONAL ASSESSMENT

Institutional Assessment is to be undertaken by trainees to determine the achievement of units of competency. A certificate of achievement is issued for each unit of competency.

SECTION 4: NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 1.1 To attain the Qualification of TVET Entrepreneur the candidate must demonstrate competence in all the units of competency.
- 1.2 The Qualification may be acquired through accumulation of Certificates of Competency (COC) in the following units of competency:
 - 4.2.2.1 Introduction to Entrepreneurship
 - 4.2.1.2 Establish business enterprise
 - 4.2.1.3 Manage a business enterprise
 - 4.2.1.4 Manage marketing in business
 - 4.2.15 Production and operations management
 - 4.2.1.6 Commercial practices
 - 4.2.1.7 Manage financial operations
 - 4.2.1.8 Financial accounting
 - 4.2.1.9 Write a business plan
 - 4.2.2.0 Offer consultancy services in business enterprise
 - 4.2.2.1 Manage human resource in a business
- 4.3 Upon accumulation and submission of the above eleven (11) COCs acquired, an individual shall be issued the National Certificate (NC) in TVET Entrepreneur Program.
- 4.4 Assessment shall focus on the core units of competency. The Foundational skills /basic competencies shall be integrated or assessed concurrently with the core units.
- 4.5 The candidate applying for assessment and certification under Entrepreneur programme must be:
 - 4.5.1 A Bachelor's graduate or equivalent

LIST OF TOOLS AND EQUIPMENT

S/NO	ITEMS
1.	Laptops (students to provide and use own)
2.	Multimedia Projector
3.	Smart/White Board
4.	White Board markers/eraser
5.	Internet Connection (Wi-Fi)
6.	Printer (Portable if possible)
7.	USB sticks
8.	KNQF/Policy documentation
9.	Codes of conduct
10.	Notebooks
11.	Pens/Pencils
12.	Learning Platforms (online)

Foundation Skills

All graduates of the Entrepreneurship program of instruction must have reliably demonstrated the foundation skills learning outcomes listed on the following pages, in addition to achieving the entrepreneurial learning outcomes and meeting the Education Sustainable Development (ESD) and Global Citizen Education (GCED) requirements.

Context

Foundation skills (FS) are skills that, regardless of a trainee's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The training and attainment of these FS for trainees in TVET institutions are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- TVET Institutions are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they start their own business, or pursue further education.

Skill Categories

To capture these skills, the following six categories define the foundational essential areas where graduates must demonstrate skills and knowledge.

- Communication

- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal and
- Personal

Application and Implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified. The following chart illustrates the relationship between the foundation skills categories, the elements within the categories and performance criteria to be achieved by graduates from all TVET programs of instruction that lead to Entrepreneur TVET qualifications.

Foundation skills may be embedded in ESD & GCED requirements or core entrepreneurship courses, or developed through discrete courses. However these skills are developed, all graduates with Entrepreneurship TVET qualifications must be able to reliably demonstrate the foundation skills required in each of the six categories.

Foundation Skill Category	Elements: Skill areas to be demonstrated by graduates:	Performance Criteria: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
Communication	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Presenting • Visual literacy 	<ol style="list-style-type: none"> 1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. 2. respond to written, spoken or visual messages in a manner that ensures effective communication.
Numeracy	<ul style="list-style-type: none"> • Understanding and applying mathematical concepts and reasoning • Analyzing and using numerical data 	<ul style="list-style-type: none"> • execute mathematical operations accurately.
Critical Thinking & Problem Solving	<ul style="list-style-type: none"> • Analyzing • Synthesizing • Evaluating 	<ol style="list-style-type: none"> 1. apply a systematic approach to solve problems.

	<ul style="list-style-type: none"> • Decision making • Creative and innovative thinking 	2. use a variety of thinking skills to anticipate and solve problems.
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Foundation Skill Category	Elements: Skill areas to be demonstrated by graduates:	Performance Criteria: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
Information Management	<ul style="list-style-type: none"> • Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills 	<ol style="list-style-type: none"> 1. locate, select, organize and document information using appropriate technology and information systems. 2. analyze, evaluate and apply relevant information from a variety of sources. 3. Use a scientific calculator 4. Use computers and software programs to cost and document findings.
Interpersonal	<ul style="list-style-type: none"> • Teamwork • Relationship management • Peace and Conflict resolution • Leadership • Networking 	<ol style="list-style-type: none"> 1. show respect for the diverse opinions, values, belief systems and contributions of others. 2. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
Personal	<ul style="list-style-type: none"> • Managing self 	<ol style="list-style-type: none"> 1. manage the use of time and other resources to complete projects.

	<ul style="list-style-type: none"> • Managing change and being flexible and adaptable • Engaging in reflective practices • Demonstrating personal responsibility • Coping with emotions 	<p>2. take responsibility for one’s own actions, decisions and their consequences.</p>
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6.0 Trainees with Special Needs

6.1 Each training programme shall ensure that it accommodates trainees with special needs, as applicable (see Annex D of TVETS01:2019 CBETA standards for recommended facilities).

6.2 Each training programme shall make special arrangements to cater for training and assessment for trainees with special needs.

NOTE 1 Where training facilities are not equipped to accommodate trainees with special needs, alternative arrangements shall be made for training and assessment to take place at the nearest Education Assessment and Resource Centres (EARCs).

NOTE 2 EARC shall ensure that it employs assessment accommodation to eliminate or reduce assessment bias for candidates with special needs. An accommodation is a procedure or practice, which permits candidates with special needs to have an equitable access to instruction / training and assessment. An accommodation shall not fundamentally lower the quality of the assessment or alter the skills or knowledge being assessed.

ELEMENTS	PERFORMANCE CRITERIA
<p>1.Promote Peace and conflict resolution</p>	<ol style="list-style-type: none"> 1. Explain concepts of peace and conflicts 2. Identify causes of conflict 3. .Manage conflicts through Nonviolent means 4. Identify policies, laws & regulations 5. Comply with laws and regulations 6. Manage Resources effectively

	<ul style="list-style-type: none"> · Evaluate, participate, and influence provision of Social justice <ul style="list-style-type: none"> · Globalism and interdependence · Critical thinking · ability to Collaborate/teamwork <p>Values:</p> <ul style="list-style-type: none"> - Love - Trust - Peace - Equity - Tolerance - Cooperation - Respect - Responsibility
<p>Apply Human Rights</p>	<p>Explain concepts of human rights, Social justice and equity</p> <p>Demonstrate understanding of Globalism and interdependence</p> <p>Demonstrate ability to challenge injustice and inequities</p> <p>compare systems of justices for different countries</p> <ul style="list-style-type: none"> a) Concern for and commitment to the environment b) Belief that people can make a difference c) Equality for all d) Solidarity a) Respect for people and things b) Empathy c) Ubuntu d) Responsibility e) Love f) Respect g) Integrity h) Tolerance
<p>Diversity</p>	<p>1.Explain the term diversity</p>

	<p>2. Identify forms of diversity (e.g. individual, religious, gender, ethnic, political, culture)</p> <p>3. Demonstrate understanding of importance of diversity</p> <p>4, demonstrate ability to accommodate diverse group</p> <p>5, Identify various digital platforms</p> <p>6. Use digital platforms to promote diversity</p> <p>7, Explain how culture influences occupation, safety, and health.</p> <p>8, Preserve cultural heritage sites</p> <p>Values:</p> <ul style="list-style-type: none"> a) respect b) Unity in diversity c) Tolerance d) Love e) Social justice
Governance	<p>Demonstrate Understanding of good governance</p> <p>Distinguish between politics and Governance</p> <p>Determine local, national, regional and global issues on governance</p> <p>Identify ways of using resources</p> <p>Demonstrate understanding of global poverty and inequalities</p> <ul style="list-style-type: none"> a) Vie for leadership positions b) Vet leaders c) Vote d) Be assertiveness e) Be creative f) Prudent use of resource g) Meritocracy <p>Attitudes:</p> <ul style="list-style-type: none"> a) Open mindedness b) Accept results c) Optimization d) Appreciate good governance

	<p>e) Appreciate political systems f) Appreciate our interconnectedness Values: a) Honesty b) Integrity c) Unity d) Respect for rule of law</p>
<p>Adopt sustainable energy practices</p>	<ul style="list-style-type: none"> • Carry out a survey for applicable environmental, waste management and disposal regulations • collect information about usage of different materials including water • collect information on the pattern of electricity and fuel consumption • identify processes where energy/electricity utilization can be optimized • identify possibilities of using renewable energy and environment friendly fuels <p>ensure electrical equipment and appliances are switched off when not in use</p>
<p>Manage Climate Change</p>	<p>Knowledge</p> <p>Identify and Explain</p> <ul style="list-style-type: none"> · Concepts and effects of climate eg seasons, global warming, Tsunami’s, cyclones <p>Identify and explain -dynamics of climate change eg desertification, green economy & cities and marine life</p> <ul style="list-style-type: none"> - policies, regulations and laws <p>Skills</p> <ul style="list-style-type: none"> - planning, mitigation of climate change and pollution -planting trees,taking care of vegetation <p>Values</p> <ul style="list-style-type: none"> · Advocates of sustainability practices eg. 7R’s (Rethink,Reduce,Reuse,refuse,recycle,repurpose,Rot)

	<p>and , 5S Sort, Set in order, shine, standardize and sustain</p> <p>attitudes</p> <ul style="list-style-type: none"> .Behaviour change in practices that affect climate . love for nature
<p>Manage Risk and Disaster</p>	<p>Knowledge</p> <p>Identify types of disasters</p> <ul style="list-style-type: none"> · Describe phases of disaster management cycle. · Explain policies, regulations and laws relating to disaster management <p>Identify types of risks in disaster management</p> <ul style="list-style-type: none"> • Analyse Risk and disaster • Mitigate risk and disaster • Prepare for risk and disaster. • Respond to risk and disaster • Recovery from risk and disaster <p>Values</p> <p>Community emergency and response to incidents,</p> <p>attitudes</p> <p>.that disaster can take place anytime anyplace hence mitigate and be prepared to mitigate against risk</p>
<p>Provide Food security and Nutrition</p>	<p>Knowledge</p> <ul style="list-style-type: none"> · Overview of Food & nutrition, malnutrition ,Balanced diet, access to Healthy foods, indigenous foods, health lifestyles. · Explain factors of food production, processing, preservation, distribution <p>Skills</p>

	<ul style="list-style-type: none"> · innovative gardening, eg Hydroponics, crop rotation,vertical gardens .Value addition of local products for local use and export <p>Values</p> <ul style="list-style-type: none"> .healthy lifestyles .healthy diets <p>attitude</p> <ul style="list-style-type: none"> · Appreciating healthy foods and lifestyles, · appreciate indegenous foods .appreciate organic foods
<p>Manage Sustainable Production and Utilization of resources</p>	<p>knowledge</p> <ul style="list-style-type: none"> -explain concept of sustainability · -understanding the interdependence of the ecosystem <p>skills</p> <ul style="list-style-type: none"> · sustainable production of resources -sustainable utilization of resources -Reverse the adverse patterns of production and utilization of resources -minimise wastage during production and consumption <p>values</p> <ul style="list-style-type: none"> -ecological integrity -ability to demonstrate sustainable use of resources <ul style="list-style-type: none"> -stewardship - Understand the 7R’s of sustainability <p>attitudes</p> <p>appreciate effective and efficient production and utilization of resources</p>

	<p>identify recyclable, non-recyclable and hazardous waste</p> <p>PC17. ensure recyclable, non-recyclable and hazardous waste are segregated as per SOP</p> <p>PC18. ensure proper mechanism is followed while collecting and disposing recyclable and nonrecyclable waste</p> <p>PC19. ensure proper mechanism is followed while collecting and disposing hazardous waste as per SOP</p> <p>PC20. ensure reuse and recycling of waste wherever applicable</p>
<p>Poverty Eradication /reduction</p>	<p>knowledge -understand the concept of poverty</p> <ul style="list-style-type: none"> - understand methods of eradicating /reducing poverty <p>skills</p> <ul style="list-style-type: none"> • identify opportunities for self reliance and self efficacy • demonstrate ability to be imaginative and creative, innovative, critical thinking ,problem solving, • establish partnerships and collaborations <p>Values</p> <ul style="list-style-type: none"> · · - · industriousness <p>values</p> <ul style="list-style-type: none"> · Value for basic needs and human rights · self-worth

	<ul style="list-style-type: none"> · service to others · stewardships · honesty -concern for other peoples’ needs -sharing and cooperation · -responsibility · -resilience -appreciate working smart <p>attitudes</p> <ul style="list-style-type: none"> .have a positive attitude to work
<p>Water and sanitation</p>	<p>knowledge</p> <ul style="list-style-type: none"> -identify water sources and protection · -understand hazards of poor sanitation · -water harvesting and storage · -water and water system management <p>skills</p> <ul style="list-style-type: none"> • plan and implement ways to conserve and re-use water • monitor water conservation processes • ensure proper mechanism is followed for treatment of wastewater -utilization of water eg fish ponds · recycling of water · -prudent use of water · -improved sanitation · -sewage management · -care for water resources <p>values</p> <ul style="list-style-type: none"> -sustainable use of water - responsible sanitation practices

	attitudes <ul style="list-style-type: none">· -appreciate the right to access water, proper sanitation and clean environment

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