

REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

AGRIPRENEUR

KNQF LEVEL 6



TVET CDACC
P.O. BOX 15745-00100
NAIROBI

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FOREWORD

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya's development blueprint, Vision 2030 and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution of Kenya 2010 and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET shall be competency based, curriculum development shall be industry led, certification shall be based on demonstration of competence and mode of delivery shall allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for the purpose of developing a competency based curriculum for Agripreneurship. These Occupational Standards will also be the bases for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for the Agriculture sector's growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING
MINISTRY OF EDUCATION**

PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification in TVET. This called for shift to CBET in order to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Horticulture Sector Skills Advisory Committee (SSAC), German International Cooperation and Ministry of Agriculture, Livestock and Fisheries have developed these Occupational Standards for Agripreneur. These standards will be the bases for development of competency based curriculum for Agripreneurship levels 5 and 6.

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

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

**Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. EngTech.
CHAIRMAN, TVET CDACC**

ACKNOWLEDGMENT

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

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

My gratitude also goes to NEPAD Planning and Coordinating Agency (NPCA) of the Africa Union Commission and German Ministry of Economic Cooperation and Development (BMZ) through its implementing agency German International Cooperation (GIZ) GmbH which enabled the development of these Standards through the CAADP ATVET project.

I also appreciate the office of the National Coordinator of GIZ CAADP ATVET Project which was instrumental in the cooperation between the project team, Ministry of Agriculture, Livestock and Fisheries (MoALF) and Ministry of Education.

I also acknowledge any other institution which in one way or another contributed to the success of development of these standards but has not been mentioned.

CHAIRMAN

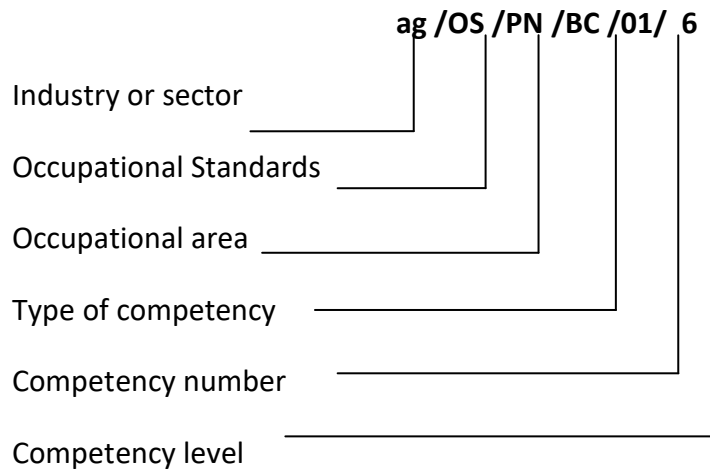
HORTICULTURE SECTOR SKILLS ADVISORY COMMITTEE

ACRONYMS

ATVET	: Agricultural Technical and Vocational Education and Training
AG	Agriculture
BC	: Basic Competency
CAADP	: Comprehensive Africa Agricultural Development Programme
CBET	: Competency Based Education and Training
CDACC	: Curriculum Development Assessment and Certification Council
CR	: Core Competency
DACUM	: Develop a Curriculum
GDP	: Gross Domestic Product
GIZ	: German International Cooperation
GPS	: Global Positioning System
ICT	: Information Communication Technology
KCPE	: Kenya Certificate of Primary Education
KCSE	: Kenya Certificate of Secondary Education
KNQA	: Kenya National Qualifications Authority
KNQA	: Kenya National Qualifications Authority
MoALF	: Ministry of Agriculture Livestock and Fisheries
MoEST	: Ministry of Education Science and Technology
NOS	: National Occupation Standard
OS	: Occupational Standard
OSH	: Occupation Safety and Health
OSHA	: Occupation Safety and Health Act
OSHS	: Occupational Safety and Health Standards
AP	Agripreneur

PPE : Personal Protective Equipment
SSAC : Sector Skills Advisory Committee
TVET : Technical and Vocational Education and Training
TVETA : Technical and Vocational Education and Training Authority

KEY TO UNIT CODE



COURSE OVERVIEW

Agripreneurship qualification levels 5&6 consists of competencies that an individual must achieve to manage an agri-enterprise. It entails developing an agribusiness plan, starting and managing agri-enterprise, marketing of agricultural products and services and applying ICT in agri enterprise processes.

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

BASIC COMPETENCIES

1. Demonstrate communication skills
2. Demonstrate numeracy skills
3. Demonstrate digital literacy
4. Demonstrate employability skills
5. Demonstrate environmental literacy
6. Demonstrate occupational safety and health practices

Core Competencies

1. Develop agri-enterprise business plan
2. Start agri-enterprise
3. Market agri-enterprise products/ services
4. Manage agri-enterprise
5. Apply ICT in agri-enterprise

BASIC UNITS OF COMPETENCY

DEMONSTRATE COMMUNICATION SKILLS

UNIT CODE: AG/OS/AP/BC/01/6

UNIT DESCRIPTION

This unit covers the competencies required in meeting communication needs of clients and colleagues; developing, establishing, maintaining communication pathways and strategies. It also covers competencies for conducting interview, facilitating group discussion and representing an organization in various forums.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Meet communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization
2. Develop communication strategies	2.1 Strategies for effective internal and external dissemination of information are developed to meet the organization's requirements 2.2 Special communication needs are considered in developing strategies to avoid discrimination in the workplace 2.3 Communication strategies are analyzed, evaluated and revised where necessary to make sure they are effective
3. Establish and maintain communication pathways	3.1 Pathways of communication are established to meet requirements of organization and workforce 3.2 Pathways are maintained and reviewed to ensure personnel are informed of relevant information
4. Promote use of communication strategies	4.1 Information is provided to all areas of the organization to facilitate implementation of the strategy 4.2 Effective communication techniques are articulated and modelled to the workforce 4.3 Personnel are given guidance about adapting communication strategies to suit a range of contexts

5. Conduct interview	5.1 A range of appropriate communication strategies are employed in interview situations 5.2 Records of interviews are made and maintained in accordance with organizational procedures 5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated
6. Facilitate group discussion	6.1 Mechanisms which enhance effective group interaction is defined and implemented 6.2 Strategies which encourage all group members to participate are used routinely 6.3 Objectives and agenda for meetings and discussions are routinely set and followed 6.4 Relevant information is provided to group to facilitate outcomes 6.5 Evaluation of group communication strategies is undertaken to promote participation of all parties 6.6 Specific communication needs of individuals are identified and addressed
7. Represent the organization	7.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 7.2 Presentation is clear and sequential and delivered within a predetermined time 7.3 Appropriate media is utilized to enhance presentation 7.4 Differences in views are respected 7.5 Written communication is consistent with organizational standards 7.6 Inquiries are responded in a manner consistent with organizational standard

RANGE

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

Variable	Range
Communication strategies include but not limited to:	• Language switch • Comprehension check • Repetition • Asking confirmation • Paraphrase • Clarification request

	• Translation • Restructuring • Approximation • Generalization
Effective group interaction include but not limited to:	• Identifying and evaluating what is occurring within an interaction in a non judgmental way • Using active listening • Making decision about appropriate words, behavior • Putting together response which is culturally appropriate • Expressing an individual perspective • Expressing own philosophy, ideology and background and exploring impact with relevance to communication
Situations include but not limited to:	• Establishing rapport • Eliciting facts and information • Facilitating resolution of issues • Developing action plans • Diffusing potentially difficult situations

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Effective communication
- Active listening
- Giving/receiving feedback
- Interpretation of information
- Role boundaries setting
- Negotiation
- Establishing empathy
- Openness and flexibility in communication
- Communication skills required to fulfill job roles as specified by the organization
- Writing communications strategy
- Applying key elements of communications strategy

Required Knowledge

The individual needs to demonstrate knowledge of:

- Communication process
- Dynamics of groups and different styles of group leadership

- Communication skills relevant to client groups
- Flexibility in communication
- Communication skills relevant to client groups
- Key elements of communications strategy

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Developed communication strategies to meet the organization requirements and applied in the workplace 1.2 Established and maintained communication pathways for effective communication in the workplace 1.3 Used communication strategies involving exchanges of complex oral information
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct Observation/Demonstration with Oral Questioning 3.2 Written Examination
4. Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE NUMERACY SKILLS

UNIT CODE: AG/OS/AP/BC/02/6

UNIT DESCRIPTION

This unit describes the competencies required by a worker in order to apply a wide range of mathematical calculations for work; apply ratios, rates and proportions to solve problems; estimate, measure and calculate measurement for work; Use detailed maps to plan travel routes for work; Use geometry to draw and construct 2D and 3D shapes for work; Collect, organize and interpret statistical data; Use routine formula and algebraic expressions for work and use common functions of a scientific calculator

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range.</i>
1. Apply a wide range of mathematical calculations for work	1.1 Mathematical information embedded in a range of workplace tasks and texts is extracted 1.2 Mathematical information is interpreted and comprehended 1.3 A range of mathematical and problem solving processes are select and used 1.4 Different forms of fractions, decimals and percentages are flexibly used 1.5 Calculation performed with positive and negative numbers 1.6 Numbers are expressed as powers and roots and are used in calculations 1.7 Calculations done using routine formulas 1.8 Estimation and assessment processes are used to check outcome 1.9 Mathematical language is used to discuss and explain the processes, results and implications of the task
2. Use and apply ratios, rates and proportions for work	2.1 Information regarding ratios, rates and proportions extracted from a range of workplace tasks and texts 2.2 Mathematical information related to ratios, rate and proportions is analyzed 2.3 Problem solving processes are used to undertake the task 2.4 Equivalent ratios and rates are simplified 2.5 Quantities are calculated using ratios, rates and proportions

	2.6 Graphs, charts or tables are constructed to represent ratios, rates and proportions 2.6 The outcomes reviewed and checked 2.7 Information is record using mathematical language and symbols
3. Estimate, measure and calculate measurement for work	3.1 Measurement information embedded in workplace texts and tasks are extracted and interpreted 3.2 Appropriate workplace measuring equipment are identified and selected 3.3 Accurate measurements are estimate and made 3.4 The area of 2D shapes including compound shapes are calculated 3.5 The volume of 3D shapes is calculated using relevant formulas 3.6 Sides of right angled triangles are calculated using Pythagoras' theorem 3.7 conversions are perform between units of measurement 3.8 Problem solving processes are used to undertake the task 3.9 The measurement outcomes are reviewed and checked 3.10 Information is recorded using mathematical language and symbols appropriate for the task
4. Use detailed maps to plan travel routes for work	4.1 Different types of maps are identified and interpreted 4.2 Key features of maps are identified 4.3 Scales are identified and interpreted 4.4 Scales are applied to calculate actual distances 4.5 Positions or locations are determined using directional information 4.6 Routes are planned by determining directions and calculating distances, speeds and times 4.7 Information is gathered and identified and relevant factors related to planning a route checked 4.8 Relevant equipment is select and checked for accuracy and operational effectiveness 4.9 Task is planned and recorded using specialized mathematical language and symbols appropriate for the task
5. Use geometry to draw 2D shapes and construct 3D shapes for work	5.1 A range of 2D shapes and 3D shapes and their uses in work contexts is identified 5.2 Features of 2D and 3D shapes are named and described 5.3 Types of angles in 2D and 3D shapes are identified

	5.4 Angles are drawn, estimated and measured using geometric instruments 5.5 Angle properties of 2D shapes are named and identified 5.6 Angle properties are used to evaluate unknown angles in shapes 5.7 Properties of perpendicular and parallel lines are applied to shapes 5.8 Understanding and use of symmetry is demonstrated 5.9 Understanding and use of similarity is demonstrated 5.10 The workplace tasks and mathematical processes required are identified 5.11 2D shapes is drawn for work 5.12 3D shapes is constructed for work 5.13 The outcomes are reviewed and checked 5.14 Specialized mathematical language and symbols appropriate for the task are used
6. Collect, organize, and interpret statistical data for work	6.1 Workplace issue requiring investigation are identified 6.2 Audience / population / sample unit is determined 6.3 Data to be collected is identified 6.4 Data collection method is selected 6.5 Appropriate statistical data is collected and organized 6.6 Data is illustrated in appropriate formats 6.7 The effectiveness of different types of graphs are compared 6.8 The summary statistics for collected data is calculated 6.9 The results / findings are interpreted 6.10 Data is checked to ensure that it meets the expected results and content 6.11 Information from the results including tables, graphs and summary statistics is extracted and interpreted 6.12 Mathematical language and symbols are used to report results of investigation
7. Use routine formula and algebraic expressions for work	7.1 Understanding of informal and symbolic notation, representation and conventions of algebraic expressions is demonstrated 7.2 Simple algebraic expressions and equations are developed 7.3 Operate on algebraic expressions 7.4 Algebraic expressions are simplified 7.5 Substitution into simple routine equations is done 7.6 Routine formulas used for work tasks are identified and

	comprehended 7.7 Routine formulas are evaluate by substitution 7.8 Routine formulas transposed 7.9 Appropriate formulas are identified and used for work related tasks 7.10 Outcomes are checked and result of calculation used
8. Use common functions of a scientific calculator for work	8.1 Required numerical information to perform tasks is located 8.2 The order of operations and function keys necessary to solve mathematical calculation are determined 8.3 Function keys on a scientific calculator are identified and used 8.4 Estimations are referred to check reasonableness of problem solving process 8.5 Appropriate mathematical language, symbols and conventions are used to report results

RANGE

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

Variable	Range
1. Geometry	May include but not limited to: 2.1 Scale drawing 2.2 Triangles 2.3 Simple solid 2.4 Round 2.5 Square 2.6 Rectangular 2.7 Triangle 2.8 Sphere 2.9 Cylinder 2.10 Cube 2.11 Polygons 2.12 Cuboids

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Applying Fundamental operations (addition, subtraction, division, multiplication)
- Using calculator
- Using different measuring tools

Required knowledge

The individual needs to demonstrate knowledge of:

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

DEMONSTRATE DIGITAL LITERACY

UNIT CODE: AG/OS/AP/BC/03/6

UNIT DESCRIPTION

This unit covers the competencies required to effectively use digital devices such as smartphones, tablets, laptops and desktop PCs. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop PCs for purposes of communication, work performance and management at the work place.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Identify appropriate computer software and hardware	1.1 Concepts of ICT are determined in accordance with computer equipment 1.2 Classifications of computers are determined in accordance with manufacturers specification 1.3 <i>Appropriate computer software</i> are identified according to manufacturer's specification 1.4 <i>Appropriate computer hardware</i> are identified according to manufacturer's specification 1.5 Functions and commands of operating system are determined in accordance with manufacturer's specification
2. Apply security measures to data, hardware, software in automated environment	2.1 <i>Data security and privacy are classified</i> in accordance with the prevailing technology 2.2 <i>Security threats</i> are identified <i>and control measures</i> are applied in accordance with laws governing protection of ICT 2.3 Computer threats and crimes are detected. 2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT
3. Apply computer software in solving tasks	3.1 <i>Word processing concepts</i> are applied in resolving workplace tasks, report writing and documentation 3.2 <i>Word processing utilities</i> are applied in accordance with workplace procedures 3.3 Worksheet layout is prepared in accordance with work procedures 3.4 Worksheet is build and data manipulated in the worksheet in accordance with workplace procedures 3.5 Continuous data manipulated on worksheet is undertaken in accordance with work requirements 3.6 Database design and manipulation is undertaken in accordance with office procedures

	3.7 Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures
4. Apply internet and email in communication at workplace	4.1 Electronic mail addresses are opened and applied in workplace communication in accordance with office policy 4.2 Office internet functions are defined and executed in accordance with office procedures 4.3 Network configuration is determined in accordance with office operations procedures 4.4 Official World Wide Web is installed and managed according to workplace procedures
5. Apply Desktop publishing in official assignments	5.1 Desktop publishing functions and tools are identified in accordance with manufactures specifications 5.2 Desktop publishing tools are developed in accordance with work requirements 5.3 Desktop publishing tools are applied in accordance with workplace requirements 5.4 Typeset work is enhanced in accordance with workplace standards
6. Prepare presentation packages	6.1 Types of presentation packages are identified in accordance with office requirements 6.2 Slides are created and formulated in accordance with workplace procedures 6.3 Slides are edited and run in accordance with work procedures 6.4 Slides and handouts are printed according to work requirements

RANGE

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

Variable	Range
Appropriate computer software may include but not limited to:	A collection of instructions or computer tools that enable the user to interact with a <i>computer</i> , its hardware, or perform tasks.
Appropriate computer hardware may include but not limited to:	Collection of physical parts of a computer system such as; • Computer case, monitor, keyboard, and mouse • All the parts inside the computer case, such as the hard disk drive, motherboard and video card
Data security and privacy may include but not limited to:	Confidentiality of data • Cloud computing - Integrity -but-curious data surfing
Security and control • measures may include but not limited to:	• Counter measures against cyber terrorism • Risk reduction - Cyber threat issues - Risk management

	• Pass-wording
Security threats may include but not limited to:	• Cyber terrorism • Hacking
Word processing concepts may include but not limited to:	Using a special program to create, edit and print documents
Network configuration may include but not limited to:	Organizing and maintaining information on the components of a computer network

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

- Software concept
- Functions of computer software and hardware
- Data security and privacy
- Computer security threats and control measures
- Technology underlying cyber attacks and networks
- Cyber terrorism
- Computer crimes
- Detection and protection of computer crimes
- Laws governing protection of ICT
- Word processing;
 - ✓ Functions and concepts of word processing.
 - ✓ Documents and tables creation and manipulations
 - ✓ Mail merging
 - ✓ Word processing utilities
- Spread sheets;
 - ✓ Meaning, formulae, function and charts, uses and layout
 - ✓ Data formulation, manipulation and application to cells

- ✓
- Database;
 - ✓ Database design, data manipulation, sorting, indexing, storage retrieval and security
- Desktop publishing;
 - ✓ Designing and developing desktop publishing tools
 - ✓ Manipulation of desktop publishing tools
 - ✓ Enhancement of typeset work and printing documents
- Presentation Packages;
 - ✓ Types of presentation Packages
 - ✓ Creating, formulating, running, editing, printing and presenting slides and handouts
- Networking and Internet;
 - ✓ Computer networking and internet.
 - ✓ Electronic mail and world wide web
- Emerging trends and issues in ICT;
 - ✓ Identify and integrate emerging trends and issues in ICT
 - ✓ Challenges posed by emerging trends and issues

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified and controlled security threats 1.2 Detected and protected computer crimes 1.3 Applied word processing in office tasks 1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures 1.5 Opened electronic mail for office communication as per workplace procedure 1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures 1.7 Integrated emerging issues in computer ICT applications 1.8 Applied laws governing protection of ICT
2. Resource Implications	2.1 Tablets 2.2 Laptops 2.3 Desktop PCs 2.4 Calculator 2.5 Internet 2.6 Smart phone 2.7 Operation Manuals
3. Methods of Assessment	Competency may be assessed through: 3.1 Written Test 3.2 Demonstration 3.3 Practical assignment

	3.4 Interview/Oral Questioning 3.5 Demonstration
4. Context of Assessment	Competency may be assessed in an off and on the job setting
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE EMPLOYABILITY SKILLS

UNIT CODE: AG/OS/AP/BC/04/6

UNIT DESCRIPTION

This unit covers competencies required to demonstrate employability skills. It involves competencies for exuding self-awareness and dealing with everyday life challenges; demonstrating critical safe work habits and leading a workplace team; planning and organizing work activities; applying learning, creativity and innovativeness in workplace functions; pursuing professional growth and managing time effectively in the workplace.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Develop self-awareness and understanding of every day demands and challenges in the workplace	1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 1.2 Emotions are managed as per workplace requirements 1.3 Thoughts, feelings and beliefs are expressed in direct, honest and appropriate ways. 1.4 Feelings are shared with others according to personal issues for healthy relations. 1.5 Individual performance is evaluated and monitored according to the agreed targets. 1.6 Assertiveness is developed and maintained based on the requirements of the job. 1.7 Own ideas and visions that generates excitement, enthusiasm and commitment are articulated. 1.8 Accountability and responsibility for own actions are demonstrated. 1.9 Self-esteem and a positive self-image are developed and maintained.

2. Demonstrate critical safe work habits for employees in the workplace	2.1 Stress is managed at the workplace in accordance with workplace procedures. 2.2 Punctuality and time consciousness is demonstrated in line workplace policy. 2.3 Personal objectives are integrated with organization goals in accordance with organization's strategic plan. 2.4 Resources are effectively utilized in accordance with workplace policy. 2.5 Work priorities are set and met in according to workplace procedures. 2.6 Leisure time is recognized and used productively in line with organization policy. 2.7 Abstinence from drug and substance abuse is demonstrated as per workplace policy. 2.8 Awareness of HIV and AIDS is demonstrated in line with workplace requirements. 2.9 Safety consciousness is demonstrated in the workplace based on organization safety policy. 2.10 Emerging issues are dealt with in accordance with organization policy.
3. Lead a workplace team	3.1 Role and objectives of the team are determined in accordance workplace policy. 3.2 Team parameters and relationships are identified according to set rules and regulations. 3.3 Individual responsibilities are identified in accordance with work procedures. 3.4 Effective and appropriate forms of communication in a team are established according to office policy. 3.5 Business communication is carried out as per workplace place policy and requirements of the job. 3.6 Team activities are complemented in accordance with office procedures. 3.7 Team building activities are planned for in line with organization policy. 3.8 Conflicts are resolved between team members in line with organization rules and regulations. 3.9 Gender mainstreaming is undertaken in accordance with set regulations. 3.10 Human rights are adhered to in accordance with existing protocol.

	3.11 Healthy relationships are developed and maintained for harmonious co-existence in line with workplace.
4. Plan and organize work	4.1 Work schedules are developed for accomplishing given tasks within the set time lines and based on workplace policy. 4.2 Time is managed achieve workplace set goals and objectives. 4.3 Clear project goals and deliverables are established according to company set policies and regulations. 4.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables. 4.5 Work activities are monitored and evaluated in line with organization procedures. 4.6 Situations that require decision making are identified within the work place and decision made in accordance with workplace policy. 4.7 Steps required in making effective decisions are applied within the workplace. 4.8 Problems arising in the course of working are identified and solved or reported according the workplace policies and procedures. 4.9 Values required in problem solving process are demonstrated at the work place. 4.10 Situations within the workplace that require negotiation identified and negotiations done to create win-win situations. 4.11 Negotiation techniques are developed and applied at workplace to meet clientele's satisfaction and organizations' objectives.
5. Maintain professional growth and development in the workplace	5.1 Personal training needs are assessed and identified in line with the requirements of the job. 5.2 Training and career opportunities are identified and availed based on job requirements. 5.3 Resources for training are mobilized and allocated based organizations skills needs. 5.4 Licensees and certifications relevant to job and career are obtained and renewed. 5.5 Personal growth is pursued towards improving the qualifications set for the profession. 5.6 Work priorities and commitments are managed based on requirement of the job and workplace policy.

	5.7 Recognitions are sought as proof of career advancement in line with professional requirements.
6. Demonstrate learning, creativity and innovativeness in the workplace	6.1 Time and effort is invested in learning new skills based job requirements. 6.2 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace. 6.3 Learning opportunities are sought and allocated based on job requirement and in line with organization policy. 6.4 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job. 6.5 Application of a range of basic IT skills is demonstrated based on requirements of the job. 6.6 Awareness of Occupational Health and Safety procedures are demonstrated in use of technology in the workplace. 6.7 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy. 6.8 New systems are developed and maintained in accordance with the requirements of the job. 6.9 Opportunities that are not obvious are identified and exploited in line with organization objectives. 6.10 Opportunities for performance improvement are identified proactively in area of work. 6.11 Awareness of personal role in workplace innovation is demonstrated.

RANGE

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

Variable	Range
<i>Drug and substance abuse</i> includes but not limited to:	Commonly abused • Alcohol • Tobacco • Miraa • Over-the-counter drugs • Cocaine • Bhang • Glue

Feedback includes but not limited to:	• Verbal • Written • Informal • Formal
Clients includes but not limited to:	• New clients • Existing clients • Internal clients • External clients
Relationships includes but not limited to:	• Man/Woman • Trainer/trainee • Employee/employer • Client/service provider • Husband/wife • Boy/girl • Parent/child • Sibling relationships
Communication methods include but not limited to:	• Written • Talk/presentation • Video • Audio • Graphical • Modeling
Team includes but not limited to:	• Small work group • Staff in a section/department • Inter-agency group
Personal growth includes but not limited to:	• Growth in the job • Career mobility • Gains and exposure the job gives • Net workings • Benefits that accrue to the individual as a result of noteworthy performance
Personal objectives includes but not limited to:	• Long term • Short term • Broad • Specific
Trainings and career opportunities includes but not limited to	• Participation in training programs ○ Technical ○ Supervisory

	○ Managerial ○ Continuing Education ● Serving as Resource Persons in conferences and workshops
Resource include but not limited to:	● Human ● Financial ● Technology ○ Hardware ○ Software
Innovation include but not limited to:	● New ideas ● Original ideas ● Different ideas ● Methods/procedures ● Processes ● New tools
Emerging issues include but not limited to:	● Terrorism ● Social media ● National cohesion ● Open offices

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Personal hygiene practices
- Intra and Interpersonal skills
- Communication skills
- Knowledge management
- Interpersonal skills
- Critical thinking skills
- Observation skills
- Organizing skills
- Negotiation skills
- Monitoring skills
- Evaluation skills
- Record keeping skills
- Problem solving skills
- Decision Making skills
- Resource utilization skills

- Resource mobilization skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Work values and ethics
- Company policies
- Company operations, procedures and standards
- Occupational Health and safety procedures
- Fundamental rights at work
- Personal hygiene practices
- Workplace communication
- Concept of time
- Time management
- Decision making
- Types of resources
- Work planning
- Resources and allocating resources
- Organizing work
- Monitoring and evaluation
- Record keeping
- Workplace problems and how to deal with them
- Negotiation
- Assertiveness
- Team work
- Gender mainstreaming
- HIV and AIDS
- Drug and substance abuse
- Leadership
- Safe work habits
- Professional growth and development
- Technology in the workplace
- Learning
- Creativity
- Innovation
- Emerging issues
 - Social media
 - Terrorism
 - National cohesion

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Attained job targets within key result areas. 1.2 Maintained intra- and inter-personal relationship in the course of managing oneself. 1.3 Completed trainings and career progression opportunities in time. 1.4 Was punctual and time conscious. 1.5 Acquired and maintained licenses and/or certifications required for the job. 1.6 Planned and organized resources to achieve organization goals and objectives. 1.7 Monitored and evaluated work activities. 1.8 Identified, analyzed and solved problem arising in the course of working. 1.9 Was conscious of health and safety while carrying out work functions. 1.10 Maintained a mentorship and coaching program for employees. 1.11 Innovatively made work processes and procedures more efficient. 1.12 Mainstreamed gender issues in the workplace. 1.13 Build a strong team of workers in the workplace. 1.14 Sought and allocated learning opportunities and resources in the workplace. 1.15 Demonstrated awareness of HIV and AIDS. 1.16 Abstained from drug and substance abuse. 1.17 Demonstrated ability to cope with emerging issues.
2. Resource Implications	The following resources should be provided: 2.1 Workplace or assessment location 2.2 Case studies/scenarios
3. Methods of Assessment	Competency in this unit may be assessed through: • • •
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4. Context of
Assessment

4.1 Competency may be assessed in workplace or in a simulated
workplace setting

	4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE ENVIRONMENTAL LITERACY

UNIT CODE: AG/OS/AP/BC/05/6

UNIT DESCRIPTION

This unit specifies the competencies required to follow procedures for environmental hazard control, follow procedures for environmental pollution control, comply with workplace sustainable resource use, evaluate current practices in relation to resource usage, develop and adhere to environmental protection principles/strategies/guidelines, analyze resource use, develop resource conservation plans and implement selected plans.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Control environmental hazard	1.1 <i>Storage methods</i> for environmentally hazardous materials are strictly followed according to environmental regulations and OSHS. 1.2 <i>Disposal methods</i> of hazardous wastes are followed at all times according to environmental regulations and OSHS. 1.3 <i>PPE</i> is used according to OSHS.
2. Control environmental Pollution control	2.1 Environmental pollution <i>control measures</i> are compiled following standard protocol. 2.2 Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999 2.3 Methods for minimizing <i>noise pollution</i> complied following environmental regulations.
3. Demonstrate sustainable resource use	3.1 Methods for minimizing wastage are complied with. 3.2 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing or reducing resource consumption are practiced.
4. Evaluate current practices in relation to resource usage	4.1 Information on resource efficiency systems and procedures are collected and provided to the work group where appropriate. 4.2 Current resource usage is measured and recorded by

	members of the work group. 4.3 Current purchasing strategies are analyzed and recorded according to industry procedures. 4.4 Current work processes to access information and data is analyzed following enterprise protocol.
5. Identify Environmental legislations/conventions for environmental concerns	5.1 Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact 5.2 Industrial standard/environmental practices are described according to the different environmental concerns
6. Implement specific environmental programs	6.1 Programs/Activities are identified according to organizations policies and guidelines. 6.2 Individual roles/responsibilities are determined and performed based on the activities identified. 6.3 Problems/constraints encountered are resolved in accordance with organizations' policies and guidelines 6.4 Stakeholders are consulted based on company guidelines
7. Monitor activities on Environmental protection/Programs	7.1 Activities are periodically monitored and Evaluated according to the objectives of the environmental program 7.2 Feedback from stakeholders are gathered and considered in Proposing enhancements to the program based on consultations 7.3 Data gathered are analyzed based on Evaluation requirements 7.4 Recommendations are submitted based on the findings 7.5 Management support systems are set/established to sustain and enhance the program 7.6 Environmental incidents are monitored and reported to concerned/proper authorities
8. Analyze resource use	8.1. All resource consuming processes are Identified 8.2. Quantity and nature of Resource consumed is determined 8.3. Resource flow is analyzed through different parts of the process. 8.4. Wastes are classified for possible source of resources.
9. Develop resource Conservation plans	9.1. Efficiency of use/conversion of resources is determined following industry protocol. 9.2. Causes of low efficiency of use of resources are Determined based on industry protocol. 9.3. Plans for increasing the efficiency of resource use are developed based on findings.

RANGE

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

Variable	Range
PPE May include but are not limited to	1.1 Mask 1.2 Gloves 1.3 Goggles 1.4 Safety hat 1.5 Overall 1.6 Hearing protector
Environmental pollution control measures may include but are not limited to:	2.1 Methods for minimizing or stopping spread and ingestion of airborne particles 2.2 Methods for minimizing or stopping spread and ingestion of gases and fumes 2.4 Methods for minimizing or stopping spread and ingestion of liquid wastes
Wastes may include but are not limited to:	3.1 Unnecessary waste 3.2 Necessary waste
Waste management Procedures may include but are not limited to:	4.1 Sorting 4.2 Storing of items 4.2 Recycling of items 4.3 Disposal of items
Resources may include but are not limited to:	5.1 Electric 5.2 Water 5.3 Fuel 5.4 Telecommunications 5.5 Supplies 5.6 Materials
Workplace environmental hazards may include but are not limited to:	6.1 Biological hazards 6.2 Chemical and dust hazards 6.3 Physical hazards
Organizational systems and procedures may include but are not limited to:	7.1 Supply chain, procurement and purchasing 7.2 Quality assurance 7.3 Making recommendations and seeking approvals
Legislations/Conventions may include but are not limited to:	8.1 EMCA 1999 8.2 Montreal Protocol 8.3 Kyoto Protocol

Environmental aspects/impacts may include but are not limited to:	9.1 Air pollution 9.2 Water pollution 9.3 Noise pollution 9.4 Solid waste 9.5 Flood control 9.6 Deforestation/Denudation 9.7 Radiation/Nuclear /Radio Frequency/ Microwaves 9.8 Situation 9.9 Soil erosion (e.g. Quarrying, Mining, etc.) 9.10 Coral reef/marine life protection
Industrial standards / Environmental practices may include but are not limited to:	10.1 ISO standards 10.2 Company environmental management systems (EMS)
Periodic may include but are not limited to:	11.1 hourly 11.2 daily 11.3 weekly 11.4 monthly 11.5 quarterly 11.6 yearly
Programs/Activities may include but are not limited to:	12.1 Waste disposal (on-site and off-site) 12.2 Repair and maintenance of equipment 12.3 Treatment and disposal operations 12.4 Clean-up activities 12.5 Laboratory and analytical test 12.6 Monitoring and evaluation 12.7 Environmental advocacy programs

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Controlled environmental hazard 1.2 Controlled environmental pollution 1.3 Demonstrated sustainable resource use 1.4 Evaluated current practices in relation to resource usage 1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns. 1.6 Described industrial standard environmental practices according to
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	the different environmental issues/concerns. 1.7 Resolved problems/ constraints encountered based on management standard procedures 1.8 Implemented and monitored environmental practices on a periodic basis as per company guidelines 1.9 Recommended solutions for the improvement of the program 1.10 Monitored and reported to proper authorities any environmental incidents
2. Resource Implications	The following resources should be provided: 2.1 Workplace with storage facilities 2.2 Tools, materials and equipment relevant to the tasks (e.g. Cleaning tools, cleaning materials, trash bags) 2.3 PPE, manuals and references 2.4 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.5 Case studies/scenarios relating to environmental Protection
3 Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration 3.2 Oral questioning 3.3 Written examination 3.4 Interview/Third Party Reports 3.5 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 3.6 Simulations and role-play
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Following storage methods of environmentally hazardous materials
- Following disposal methods of hazardous wastes
- Using PPE
- Practicing OSHS

- Complying environmental pollution control
- Observing solid waste management
- Complying methods of minimizing noise Pollution
- Complying methods of minimizing wastage
- Employing waste management procedures
- Economizing resource consumption
- Listing of resources used
- Measuring current usage of resources
- Identifying and reporting workplace environmental hazards
- Conveying all environmental issues
- Following environmental regulations
- Identifying environmental regulations
- Assessing procedures for assessing compliance
- Collecting information on environmental and resource efficiency systems and procedures, and Providing information to the work group
- Measuring and recording current resource usage
- Analysing and recording current purchasing strategies.
- Analysing current work processes to access information and data and Assisting identifying areas for improvement
- Analysing resource flow
- Determining efficiency of use/conversion of resources
- Determining causes of low efficiency of use
- Developing plans for increasing the efficiency of resource use
- Checking resource use plans
- Complying to regulations/licensing requirements
- Determining benefit/cost of plans
- Ranking proposals based on benefit/cost compared to limited resources
- Checking proposals meet regulatory requirements
- Monitoring implementation
- Making adjustments to plan and implementation
- checking new resource usage

Required Knowledge

The individual needs to demonstrate knowledge of:

- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS
- Types of pollution

- Environmental pollution control measures
- Different solid wastes
- Solid waste management
- Different noise pollution
- Methods of minimizing noise pollution
- Methods of minimizing wastage
- Waste management procedures
- Economizing of resource consumption
- Principle of 3Rs
- Types of resources
- Techniques in measuring current usage of resources
- Calculating current usage of resources
- Types of workplace environmental hazards
- Environmental regulations
- Environmental regulations applying to the enterprise.
- Procedures for assessing compliance with environmental regulations.
- Collection of information on environmental and resource efficiency systems and procedures,
- Measurement and recording of current resource usage
- Analysis and recording of current purchasing strategies.
- Analysis current work processes to access information and data Analysis of data and information
- Identification of areas for improvement
- Resource consuming processes
- Determination of quantity and nature of resource consumed
- Analysis of resource flow of different parts of the resource flow process
- Use/conversion of resources
- Causes of low efficiency of use
- Increasing the efficiency of resource use
- Inspection of resource use plans
- Regulations/licensing requirements
- Determine benefit/cost for alternative resource sources
- Benefit/costs for different alternatives
- Components of proposals
- Criteria on ranking proposals
- Regulatory requirements
- Proposals for improving resource efficiency
- Implementation of resource efficiency plans

- Procedures in monitor implementation
- Adjustments of implementation plan
- Inspection of new resource usage

DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: AG/OS/AP/BC/06/6

UNIT DESCRIPTION

This unit specifies the competencies required to lead the implementation of workplace's safety and health program, procedures and policies/guidelines.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Identify workplace hazards and risk	1.1 <i>Hazards</i> in the workplace and/or its <i>indicators</i> of its presence, are identified 1.2 <i>Evaluation and/or work environment</i> measurements of OSH hazards/risk existing in the workplace is conducted by Authorized personnel or agency 1.3 <i>OSH issues and/or concerns</i> raised by workers are Gathered
2. Identify and implement appropriate control measures	2.1 <i>Prevention and control measures</i> , including use of <i>safety gears / PPE (personal protective equipment)</i> for specific hazards identified and implemented 2.2 <i>Appropriate risk controls</i> based on result of OSH hazard evaluation is recommended. 2.3 <i>Contingency measures</i> , including <i>emergency procedures</i> during workplace <i>incidents and emergencies</i> are recognized and established in accordance with organization procedures.
3. Implement OSH programs, procedures and policies/guidelines	3.1 Information to work team about company OSH program, procedures and policies/guidelines are provided 3.2 Implementation of OSH procedures and policies/guidelines are participated 3.3 Team members are trained and advised on OSH standards and procedures 3.4 Procedures for maintaining <i>OSH-related records</i> are implemented

RANGE

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

Variable	Range
1. Hazards may include but are not limited to:	1.1. Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation 1.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects 1.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 1.4 Ergonomics Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles Physiological factors – monotony, personal relationship, work out cycle 1.6 Safety hazards (unsafe workplace condition) – confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris 1.7 Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work)
2. Indicators may include but are not limited to:	2.1 Increased of incidents of accidents, injuries 2.2 Increased occurrence of sickness or health complaints/ symptoms 2.3 Common complaints of workers’ related to OSH 2.4 High absenteeism for work-related reasons
3. Evaluation and/or work environment measurements may include but are not limited to:	3.1 Health Audit 3.2 Safety Audit 3.3 Work Safety and Health Evaluation 3.4 Work Environment Measurements of Physical and Chemical Hazards

4. OSH issues and/or concerns may include but are not limited to:	4.1 Workers' experience/observance on presence of work hazards 4.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) 4.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines
5. Prevention and control measures may include but are not limited to:	5.1 Eliminate the hazard (i.e., get rid of the dangerous machine) 5.2 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 5.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 5.4 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) 5.5 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 5.6 Use personal protective equipment 5.7 Safety, Health and Work Environment Evaluation 5.8 Periodic and/or special medical examinations of workers
6. Safety gears /PPE (Personal Protective Equipments) may include but are not limited to:	6.1 Arm/Hand guard, gloves 6.2 Eye protection (goggles, shield) 6.3 Hearing protection (ear muffs, ear plugs) 6.4 Hair Net/cap/bonnet 6.5 Hard hat 6.6 Face protection (mask, shield) 6.7 Apron/Gown/coverall/jump suit 6.8 Anti-static suits 6.9 High-visibility reflective vest

7. <i>Appropriate risk controls</i>	Appropriate risk controls in order of impact are as follows: 7.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine) 7.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 7.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 7.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) 7.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) 7.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)
8. <i>Contingency measures</i> may include but are not limited to:	8.1 Evacuation 8.2 Isolation 8.3 Decontamination 8.4 (Calling designed) emergency personnel
9. <i>Emergency procedures</i> may include but are not limited to:	9.1 Fire drill 9.2 Earthquake drill 9.3 Basic life support/CPR 9.4 First aid 9.5 Spillage control 9.6 Decontamination of chemical and toxic 9.7 Disaster preparedness/management 9.8 se of fire-extinguisher
10. <i>Incidents and emergencies</i> may include but are not limited to:	10.1 Chemical spills 10.2 Equipment/vehicle accidents 10.3 Explosion 10.4 Fire 10.5 Gas leak 10.6 Injury to personnel 10.7 Structural collapse 10.8 Toxic and/or flammable vapours emission.
11. <i>OSH-related Records</i> may include but are not limited to:	11.1 Medical/Health records 11.2 Incident/accident reports 11.3 Sickness notifications/sick leave application 11.4 OSH-related trainings obtained

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Skills on preliminary identification of workplace hazards/risks
- Knowledge management
- Critical thinking skills
- Observation skills
- Coordinating skills
- Communication skills
- Interpersonal skills
- Troubleshooting skills
- Presentation skills
- Training skills

Required Knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identifies hazards/risks in the workplace and/or its indicators 1.2 Requests for evaluation and/or work environment measurements of OSH hazards/risk in the workplace 1.3 Gathers OSH issues and/or concerns raised by workers 1.4 Identifies and implements prevention and control measures, including
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	use of PPE (personal protective equipment) for specific hazards 1.5 Recommends appropriate risk controls based on result of OSH hazard evaluation and OSH issues gathered 1.6 Establish contingency measures, including emergency procedures in accordance with organization procedures 1.7 Provides information to work team about company OSH program, procedures and policies/guidelines 1.8 Participates in the implementation of OSH procedures and policies/guidelines 1.9 Trains and advises team members on OSH standards and procedures 1.10 Implements procedures for maintaining OSH-related records
2. Resource Implications	The following resources should be provided: 2.1 Workplace or assessment location 2.2 OSH personal records 2.3 PPE 2.4 Health records
3. Methods of Assessment	Competency may be assessed through: 3.1 Portfolio Assessment 3.2 Interview 3.3 Case Study/Situation 3.4 Observation/Demonstration and oral questioning
4. Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

CORE UNITS OF COMPETENCY

DEVELOP AGRI-ENTERPRISE BUSINESS PLAN

UNIT CODE: AG/OS/AP/CR/01/6

UNIT DESCRIPTION

This unit specifies the competencies required to develop an Agri- enterprise business plan; it involves carrying out a feasibility study, and organizational SWOT analysis, developing a business plan and business strategies, assessing viability of the business plan, reviewing and presenting to client.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the range.</i>
1. Prepare to develop agri-enterprise business plan	1.1 Tools for feasibility study are developed and/ or acquired based on the study methodology plan 1.2 Feasibility study is conducted in accordance with standard procedures 1.3 A SWOT analysis is conducted in accordance with standard procedures 1.4 Templates for business plan are acquired based on standard business planning procedure
2. Develop agri-enterprise business plan	2.1 Marketing plan is developed in accordance with marketing principles 2.2 Management plan enterprise is developed in accordance with the principles of management 2.3 Operational plan of the enterprise is developed in accordance with standard operating procedures 2.4 Financial plan is developed in accordance with standard financial management principles and organizational financial manual 2.5 Procurement plan is developed in accordance with organizational procurement policies 2.6 Business strategies are developed based on the business plan
3. Evaluate agri-enterprise business plan	3.1 Viability of business is assessed based on the investment plan 3.2 Quality of business plan is assessed based on standard business planning procedures 3.3 Review the business plan based on the quality assessment report
4. Complete development of	4.1 Business plan is documented and filed in accordance with

agri-enterprise business plan	organizational policies and procedures 4.2 Business planning project report is prepared in accordance with enterprise policies and procedures/clients' specifications. 4.3 Business plan is shared with relevant stakeholders according to organizational policies.
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RANGE

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

Variable	Range
Feasibility study includes but not limited to	• Practicality • Possibility of • Viability • Profitability of business
Business plan includes but not limited to	• Idea of Describes the nature, objectives and business strategies
Project report includes but not limited to	• Documentation of execution to completion of an assignment carried out over a given period of time
Tools include but not limited to	• Questionnaires • Observation charts • Checklists • Set of guided questions • Marketing template • Management templates • Production template
Business strategy includes but not limited to	• A written document • Contains information about how the company will implement the business plan
SWOT includes but not limited to	Tool to be used by enterprise to analyze factors that will affect the performance of the enterprise. • Strengths • Weakness • Opportunities • Threats

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

The individual needs to demonstrate the following skills:

- Computer applications
- Analytical
- Entrepreneurial
- Communication
- Leadership and Management
- Presentation skills
- Financial
- Negotiation
- Marketing sales and customer services
- Project management and planning
- Problem solving
- Networking

Required knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Conducted feasibility studies in accordance with standard procedures 1.2 Business plan and agri-enterprise strategies are developed based on the results of the feasibility studies 1.3 Agri-enterprise strategy and business plan are documented according to organizational policies and procedures 1.4 The business plan is shared with relevant personnel in accordance with the organizational policies and client according to clients' specification.
2. Resource Implications	The following resources must be provided: 2.1 Assessment location 2.2 Candidate reports/file 2.3 Business plans templates and tools.
3. Methods of Assessment	Competency may be assessed through: 3.1 Interview 3.2 Written tests 3.3 Oral questioning 3.4 Third party report
4. Context of Assessment	Competency may be assessed: 4.1 On the job 4.2 Off the job 4.3 Work placement (attachment) Off the job assessment must be undertaken in a closely simulated workplace environment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. Market orientation attitude is assessed alongside the core competency.

START AGRI-ENTERPRISE

UNIT CODE: AG/OS/AP/CR/02/6

UNIT DESCRIPTION

This unit specifies the competencies required to start an Agri-enterprise. It involves identifying agri-enterprise opportunities and analyzing them for viability. The selected agri-enterprise is registered; business licenses obtained and planned operations implemented. Finally the enterprise performance is evaluated.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the range.</i>
1. Prepare to start agri-enterprise	1.1 Business ideas are generated in accordance with business identification processes 1.2 Feasibility study is conducted in accordance with standard procedures using the developed tools 1.3 A SWOT and value chain analysis are done in accordance with standard guidelines 1.4 Business name search is carried out in accordance to the regulatory framework 1.5 The agri-enterprise is registered in accordance with national and county business registration requirements 1.6 Financial services and business development services necessary for the enterprise were identified and accessed in accordance to the business plan 1.7 Enterprise is located at an appropriate site in accordance with business plan, enterprise strategy and legal and regulatory requirements 1.8 Business licenses are obtained according to county regulations 1.9 Physical infrastructure required by enterprise is identified, procured and set up in accordance with the business plan
2. Implement Agri-enterprise start up processes	2.1 Human resources required by enterprise are hired in accordance with management plan 2.2 Raw materials and inputs to production are sourced in accordance with the procurement plan 2.3 Production processes are carried out in accordance with the

	production plan 2.4 Products are marketed in accordance with the marketing plan and marketing strategy 2.5 Financial services required by enterprise are accessed in accordance with the financial plan 2.6 Business services required are obtained in accordance with the business plan 2.7 Financial management is carried out based on the financial plan 2.8 Business records are kept in accordance with organizational policies and procedures 2.9 The enterprise is managed according to the management plan
3.Evaluate agri-enterprise start up processes	3.1 Agri-enterprise start up processes are evaluated based on standard business start up procedures
4.Complete starting agri-enterprise	4.1 Agri-enterprise start up report is prepared in accordance with standard reporting procedures

RANGE

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

Variable	Range
Tools include but not limited to	• Questionnaires • Observation charts • Checklists • Set of guided questions
Feasibility study include but not limited to	• An analysis of how successfully a project can be
SWOT analysis include but not limited to	A tool used by enterprise to analyze factors that will affect the performance of the enterprise. An acronym standing for: • Strengths • Weakness • Opportunities • Threats
Value chain analysis	• An analysis tool • Enterprise product analysis of all its stages from production to consumer
Business name search	• Done with registrar of companies • To ascertain that there is no double registration of the same enterprise name

Enterprise registration requirements include but not limited to	Enterprise officially registered as a legal entity by the registrar of companies
Business licenses includes but not limited to	Necessary permits that allow legal running of an enterprise
Enterprise includes but not limited to	- A business entity or organization formed to undertake activities that produce a product or deliver a service to customers. - Purpose of creating a profit for the owners
Enterprise strategy includes but not limited to	- A written document - Contains information about how the company will implement the business plan
Business plan includes but not limited to	- A written document - Describes the nature, objectives and business strategies
Physical infrastructure includes but not limited to	- Tools and equipment - Buildings - Electricity - Computers - Internet connectivity
Effectiveness includes but not limited to	Producing the intended or expected result
Efficiency includes but not limited to	- Performing in the best possible manner - Least waste of time and effort.
Financial report includes but not limited to	- A written document - Balance sheet - Income statement - Cash flows.
Business services includes but not limited to	- Business plan consulting - Packing and unpacking - Logistics management - Computer repair - Tutoring - Loans/ credit
Human resources	The personnel required to carry out an agri-enterprise
Raw materials includes but not limited to	Materials used for processing products
Policies	Organizational principles, rules and guidelines formulated to set boundaries for staff decision and activities
M&E	Acronym for monitoring and evaluation

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|--|---|
| | <ul style="list-style-type: none">• Tracking and assessing performance of the enterprise at intervals |
|--|---|

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

The individual needs to demonstrate the following skills:

- Financial management.
- Marketing, sales and customer service
- Communication and negotiation
- Project management and planning
- Delegation and time management.
- Leadership and management
- Problem solving
- Networking.
- Computer applications
- Analytical
- Entrepreneurial
- Communication

Required knowledge

The individual needs to demonstrate knowledge of:

- Types of enterprises or businesses
- Legal and regulatory requirements in business registration
- Basic principles of small business management
- Partnership building
- Innovation
- Monitoring and evaluation
- Financial management
- Banking
- Business communication principles
- Human resource management
- Infrastructure
- Business planning
- Business strategy formulation
- Procurement procedures
- Product development
- SWOT tool
- Value chain analysis
- Feasibility study tools

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Feasibility study is conducted in accordance with standard procedures 1.2 Agri-enterprise is registered in accordance with the legal and regulatory requirements 1.3 An in-depth analysis of the enterprise and product/ service 1.4 Production of products is carried out in accordance with the production plan 1.5 Products are marketed in accordance with the marketing plan and marketing strategy 1.6 The enterprise is managed according to the management plan
2. Resource Implications	The following resources must be provided: 2.1 Assessment location 2.2 Candidate reports/ file
3. Methods of Assessment	Competency may be assessed through: 3.1 Observation 3.2 Written tests 3.3 Third party report
4. Context of Assessment	Competency may be assessed: 4.1 On the job 4.2 Off the job 4.3 Work placement (attachment) Off the job assessment must be undertaken in a closely simulated workplace environment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended.

MARKET AGRI-ENTERPRISE PRODUCTS/SERVICES

UNIT CODE: AG/OS/AP/CR/03/6

UNIT DESCRIPTION

This unit specifies the competencies required to market Agricultural products; it involves carrying out market research, pricing, developing marketing/ distribution channels, promotion, packaging, branding and customer care.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the range.</i>
1. Prepare to market agri-enterprise products/ services	1.1 Market research tools are developed based on the nature and type of product/ service . 1.2 Carry out a market research following standard procedures 1.3 Develop a marketing strategy based on the market research report Consumers are identified based on the type of product/ service 1.4 Marketing/ distribution channels are established based on the marketing plan, resources available and location of the consumers 1.5 Marketing trends are established based on customer behaviour and business competitors (other entrepreneurs) 1.6 Advertisements are prepared in accordance with the marketing strategy. 1.7 Pricing is determined according to pricing methodologies and organizational pricing policies
2. Market agri-enterprise products/ services	2.1 2.1 Product/ service is launched in accordance with the national and/ or county policies and regulatory framework. 2.2 Brand name (trademark) is developed in accordance with legal requirements 2.3 Packaging is undertaken based on packaging specifications, size, type and form 2.4 Labeling is carried out based on existing legal guidelines and company preferences 2.5 Promotion is done according to the target customer and available resources 2.6 Distribution of the products is carried out according to the marketing strategy

3. Conduct customer feedback	3.1 Customer feedback is conducted based on the type of customer and the customer feedback methodologies available 3.2 Continuous improvement of the product/ services is done based on customer feedback
4. Respond to customer feedback	4.1 Customer feedback is responded to in accordance with organizational customer care policies
5. Complete marketing of agri-enterprise product/ service	5.1 Product penetration is established in accordance with the marketing principles 5.2 Marketing activities and processes are documented based on good documentation procedures.
6. Prepare a marketing report	6.1 Marketing report is prepared and shared with relevant personnel in accordance with organizational policies

RANGE

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

Variable	Range
Market research include but not limited to	• Conducting studies • Surveys • Rapid assessment
Type of product include but not limited to	• Agricultural product in raw, semi-processed or processed form
Type of service include but not limited to	• An action or effort provided to satisfy a need or to fulfill a demand
Marketing/ distribution channels include but not limited to	• Farmer to trader • Trader to processor • Farmer to processor • Producer to consumer • Farmer to trader to processor to consumer
Customer behaviour include but not limited to	• Perception • Purchasing power • Tastes and preferences
Business Competitors include but not limited to	• Other entrepreneurs selling the same, similar or alternative products/ services
Advertisements include but not limited to	• Tools for creating awareness on the product/ service
Brand name/ trademark include but not limited to	• Marketing name of the product/ services

Labeling include but not limited to	• Symbols about the product/ service
Promotion include but not limited to	• Raising customer awareness on a product/ service
Customer feedback	• Comments from customers • Complaints from customers • Compliments from customers
Product penetration	• A measure of the amount of consumption or adoption of a product/ service compared to the total market
Pricing	• Setting up of prices
Entrepreneurs	• Innovators • Risk takers • Seizes opportunities • Create value for its customers and profit for its owners

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

The individual needs to demonstrate the following skills:

- Financial management
- Marketing, sales and customer service
- Communication and negotiation
- Leadership and management
- Problem solving
- Networking
- Computer applications
- Analytical
- Entrepreneurial
- Use of computers and computer applications
- Entrepreneurial
- Diplomatic
- Analytical

Required knowledge

The individual needs to demonstrate knowledge of:

- Basic research methods
- Market feasibility
- Market research

- Marketing/ distribution channels
- Market penetration
- Market mix (8 P's)
- Product development
- Branding
- Labelling
- Promotion
- Business competitors
- Customer care
- Analytical tools
- Organizational policies and standard operating procedures

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Carried out a marketing research according to standard procedures 1.2 Distributed products to target customers according to the marketing strategy 1.3 Feedback from customers received, analyzed and responded to in accordance with the organizational customer care policies 1.4 Prepare a marketing report and shared with relevant personnel in accordance with organizational policies
2. Resource Implications	The following resources must be provided: 2.1 Agri-products/ services 2.2 Assessment location
3. Methods of Assessment	Competency may be assessed through: 3.1 Observation 3.2 Written tests 3.3 Oral questioning
4. Context of Assessment	Competency may be assessed: 4.1 On the job 4.2 Off the job 4.3 Work placement (attachment) Off the job assessment must be undertaken in a closely simulated workplace environment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job roles is recommended e.g. marketing strategy is assessed alongside business plan

MANAGE AGRI-ENTERPRISE

UNIT CODE: AG/OS/AP/CR/04/6

UNIT DESCRIPTION

This unit specifies the competencies required to successfully manage an agri-enterprise. It involves developing enterprise management policies & procedures and other management tools, identification of risks, management of the agri-enterprise, innovation and monitoring and evaluation.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the range.</i>
1. 1. Prepare to manage agri-enterprise	1.1 Agri-enterprise management policies and procedures are developed according to good management practices. 1.2 Management tools and strategies are developed in accordance to the products and services 1.3 Agro-enterprise business plan is developed according to the business management principles 1.4 Resources required are identified based on the business plan. 1.5 Sources of resources are determined in accordance to the size and type of the enterprise 1.6 Sources of risks are identified according to risk assessment schedules
2. 2. Manage agri-enterprise	2.1 Production processes are managed as per the organizational policies and procedures. 2.2 Human resources are managed according to the human resources management manual. 2.3 Financial resources are managed according to the good financial management practices and organizational guidelines 2.4 Enterprise risks manage according to risk assessment schedules 2.5 Records maintained according to the enterprise operations 2.6 Marketing processes are managed according to the nature and form of the products and services. 2.7 Customer relations are managed according to customers profile and level of satisfaction 2.8 Innovation processes are managed according to new and emerging

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

RANGE

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

Variable	Range
Policies include but not limited to	• Formulated or adopted organizational principles • Rules • Guidelines
Procedures include but not limited to	• Specific methods employed to express policies in action in day-to-day operations examples work schedules, responsibilities, roles etc
Products include but not limited to	• A tangible good demanded
Services include but not limited to	• Intangible products created as a result of a process and serves a need or satisfies a want
Risks include but not limited to	• Threat of damage • Injury • Liability • Loss or any other negative occurrence
Innovation include but not limited to	• Value capture • Value creation
Good accounting procedures but not limited to	• Generally agreed accounting policies which are documented.

Human resources but not limited to	• Staff and personnel in an enterprise
Records but not limited to	• Litigation • Employee management • Customer engagements • Purchases • Sales • Contract
Customers profile	• Location • Type • Size • Purchasing power • Taste and preferences.
Innovation	• Technologies • Technography • New ideas • Value addition

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

The individual needs to demonstrate the following skills:

- Numeracy
- Analytical
- Entrepreneurship
- ICT applications and infrastructure
- Financial management
- Marketing, sales and customer service
- Communication and negotiation
- Project management and planning
- Delegation and time management.
- Leadership and management
- Problem solving
- Networking
- Computer applications and partnership building
- Entrepreneurial

Required knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Developed and documented agri-enterprise management policies and procedures 1.2 Developed agro-enterprise business plan according to the business management principles 1.3 Managed Agri-enterprise processes (production, human, financial, customers, record, risks) according to laid down policies and procedures
2. Resource Implications	The following resources must be provided: 2.1 Assessment location 2.2 Candidate reports
3. Methods of Assessment	Competency may be assessed through: 3.1 Observation

	3.2 Written tests 3.3 Oral questioning 3.4 Third party report
4. Context of Assessment	Competency may be assessed: 4.1 On the job 4.2 Off the job 4.3 Work placement (attachment) Off the job assessment must be undertaken in a closely simulated workplace environment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job roles is recommended. E.g. business planning is assessed together with market strategy.

APPLY ICT IN AGRI-ENTERPRISE

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

UNIT DESCRIPTION

This unit specifies the competencies required to apply ICT in agri-enterprise. It involves integration and application of ICT in agri-enterprise processes. It focuses on developing ICT plans and tools, setting up ICT infrastructure, applying ICT in agri enterprise processes, and maintaining ICT infrastructure for smooth and effective running of the enterprise activities.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the range.</i>
1. Prepare to integrate ICT in agri-enterprise processes	1.1 ICT needs for agri-enterprise are identified based on the ICT needs assessment report . 1.2 ICT tools are developed in accordance with standard operation procedures and type of enterprise. 1.3 ICT infrastructure is acquired and installed in accordance with the ICT plan 1.4 ICT plan for agri-enterprise is developed according to the organizational goals, policies and procedures
2. Integrate ICT into agri-enterprise processes	2.1 ICT is integrated into the production process of agri-enterprise in accordance with enterprise policy and procedures 2.2 Agri-enterprise records are managed using ICT in accordance with enterprise policies and procedures 2.3 Agri-enterprise communication is carried out using ICT in accordance with enterprise policies and procedures 2.4 Innovation process is integrated with ICT in accordance with enterprise policies and procedures 2.5 Agri-enterprise marketing process is integrated with ICT in accordance with enterprise policies and procedures 2.6 Human Resources Management (HRM) process was integrated with ICT in accordance with enterprise policies and procedures 2.7 Agri-enterprise financial system is integrated with ICT in accordance with enterprise policies and procedures
3. Evaluate agri-enterprise ICT	3.1 Effectiveness of ICT integration into agri-enterprise is assessed based on the enterprise ICT plan

integration	3.2 Efficiency of ICT integration into agri-enterprise is assessed based on enterprise ICT plan 3.3 Agri-enterprise innovativeness is assessed based on enterprise ICT plan 3.4 Monitoring and Evaluation of ICT process is undertaken in accordance with the ICT Plan.
4. Complete integrating ICT into agri-enterprise processes	4.1 ICT is used in critical processes of Agri-enterprise financial report is prepared according to organizational policies, procedures and ICT plan 4.2 Agri-enterprise ICT report is prepared and shared with relevant stakeholders in accordance with enterprises policies and procedures

RANGE

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

Variable	Range
ICT includes but not limited to	- Any communication device or application - Mobile phones - Computers - Network hardware and software - Satellite systems - Video-conferencing
Enterprise includes but not limited to	- Business entity - Services to customers - Profit
Needs assessment plan includes but not limited to	Technical, operational and policy gaps
Organizational goals includes but not limited to	- Targets to be achieved - Products and services
Marketing process includes but not limited to	- Viable and potential marketing opportunities - Marketing strategies - Supervising the implementation of these marketing strategies.
Innovation process includes but not limited to	- Business idea - Product development
Innovativeness includes but not limited to	- Enterprise/organization propensity - Capability to rapidly incorporate change in business practices - Value addition - Competiveness and sustainability

Agri-enterprise communication includes but not limited to	• Information sharing • Sharing information by a company to promote its product or services to potential consumers.
Agri-enterprise records includes but not limited to	• Meeting minutes • Memoranda • Employment contracts, • Accounting documents
Human Resources (HR) process includes but not limited to	• Recruitment • Staffing • Compensation and benefits • Training and development • Career development • Talent management • Leadership development • HR checks and balances
Effectiveness includes but not limited to	• Ability to accomplish a purpose • Producing the intended or expected result
Efficiency includes but not limited to	• Performing or functioning in the best possible manner with the least waste of time and effort • Prudent resource utilization
Critical processes includes but not limited to	• Technical operational and policy gaps • Business process that must be restored immediately after a disruption to ensure the affected firm's ability to protect its assets, meet its critical needs, and satisfy mandatory regulations and requirements. An example a critical business process is production process
Policies	• Principles • Rules
Procedures	• The specific methods employed to express policies in action in day to day operations of the enterprise • Guidelines

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

The individual needs to demonstrate the following skills:

- Marketing, sales and customer service

- Leadership, management and planning
- Financial management
- Problem solving and trouble shooting
- Networking
- Computer applications
- Computer operation
- ICT applications
- Analytical
- Entrepreneurial
- Communication
- People management

Required knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Conducted a needs assessment for ICT applications in the agri-enterprise according to business plan 1.2 Integrated ICT applications into the agri-enterprise critical processes 1.3 Evaluated the effectiveness and efficiency of applying ICT to the enterprise in accordance with the enterprise business plan
2. Resource Implications	The following resources must be provided: 2.1 Assessment location 2.2 Candidate reports/file
3. Methods of Assessment	Competency may be assessed through: 3.1 Observation 3.2 Written tests 3.3 Third party report
4. Context of Assessment	Competency may be assessed: 4.1 On the job 4.2 Off the job 4.3 Work placement (attachment) Off the job assessment must be undertaken in a closely simulated workplace environment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended.