



REPUBLIC OF KENYA

COMPETENCY- BASED MODULAR CURRICULUM

FOR

MARKETING MANAGEMENT

KNQF LEVEL: 5

(CYCLE 3)

PROGRAMME CODE: 04140654A



**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 and economic development. Quality education and training contribute to the achievement of Kenya's development blueprint and sustainable development goals.

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency-based, curriculum development be industry-led, certification be based on demonstration of competence, and the mode of delivery 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 this curriculum has been developed. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the marketing Sector's growth and development.

PRINCIPAL SECRETARY
STATE DEPARTMENT FOR TVET
MINISTRY OF EDUCATION

PREFACE

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

CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development emphasized the need to reform curriculum development, assessment, and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee's achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

**CHAIRMAN
TVET CDACC**

ACKNOWLEDGEMENTS

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the Business National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the marketing sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the marketing Sector acquire competencies to perform their work more efficiently and effectively.

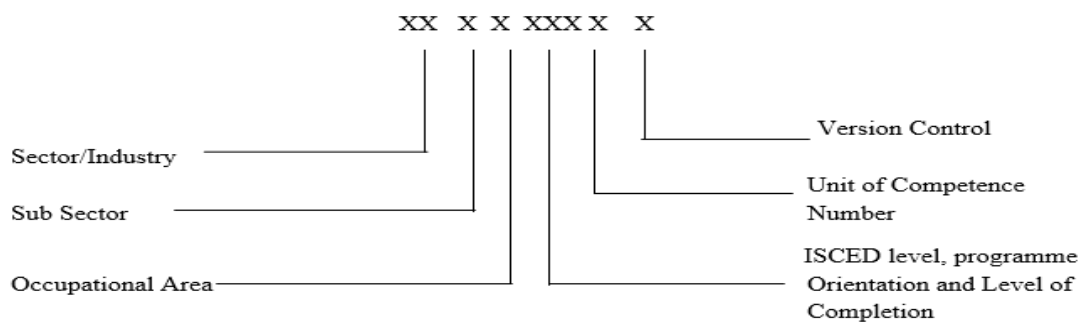
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COUNCIL SECRETARY/CEO
TVET CDACC

ABBREVIATIONS AND ACRONYMS

CBET	Competency Based Education and Training
CEO	Council Secretary
KCSE	Kenya Certificate of Secondary Education
KNQA	Kenya National Qualifications Authority
LCD	Liquid Crystal Display
POSM	Point of Sale
SWOT	Strength Weakness Opportunity Threat
TVET	Technical and Vocational Education and Training

KEY TO ISCED UNIT CODE



KEY TO TVET CDACC UNIT CODE

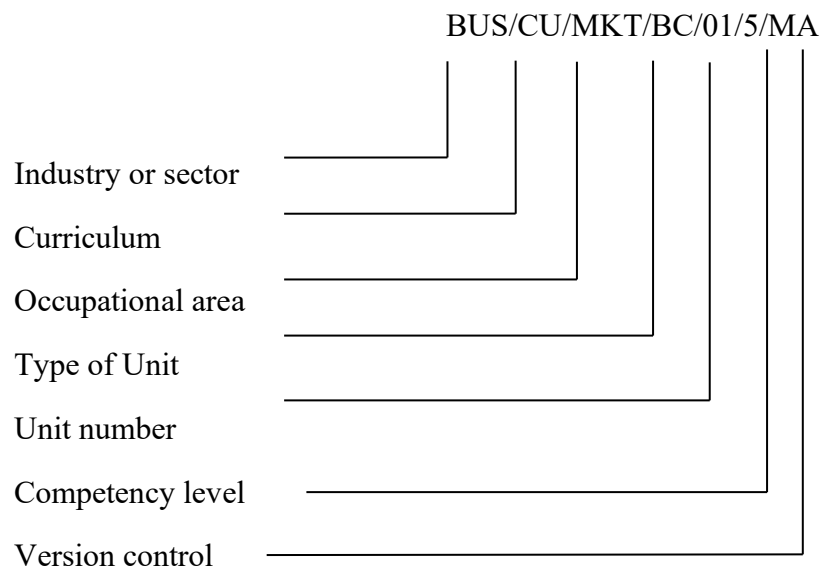


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COURSE OVERVIEW

Marketing level 5 Qualification consists of competencies that an individual must have to carry out marketing activities. It entails carry out Develop Brand Strategy, Conduct Market Analysis, Develop Marketing Budget, Develop Distribution Channels, Conduct Promotional Campaigns, Manage Digital Marketing and Manage Customer Experience

The units of learning comprising Marketing level 5 qualification include the following basic, common and core units:

SUMMARY OF UNITS OF COMPETENCY

MODULE I				
UNIT CODE	TVET CDACC UNIT CODE	UNIT TITLE	UNIT DURATION (HOURS)	CREDIT FACTOR
0413 451 09A	BUS/CU/MKT/CC/01/5/MA	Business communication	80	8
0417 451 02A	BUS/CU/MKT/BC/03/5/MA	Work Ethics and Practices	40	4
0031 451 05A	BUS/CU/MKT/CC/02/5/MA	Financial accounting skills	120	12
0414 451 11A	BUS/CU/MKT/CR/01/5/MA	Trade activities	100	10
0414 451 12A	BUS/CU/MKT/CR/02/5/MA	Brand promotion	120	12
Sub total			460	46
Module II				
UNIT CODE	TVET CDACC UNIT CODE	Units title	UNIT DURATION (HOURS)	CREDIT FACTOR
0611 451 01A	BUS/CU/MKT/BC/01/5/MA	Digital literacy	40	4
0311 451 08A	BUS/CU/MKT/BC/04/5/MA	Entrepreneurial skills	40	4
0311 441 08A	BUS/CU/MKT/CC/03/5/MA	Economics skills	150	15
0414 451 13A	BUS/CU/MKT/CR/03/5/MA	Customer experience	120	12

0414 451 14A	BUS/CU/MKT/CR/04/5/MA	Marketing communication activities	100	10
Sub total			450	45
Module III				
UNIT CODE	TVET CDACC UNIT CODE	Units title	UNIT DURATION (HOURS)	CREDIT FACTOR
0421 441 04A	BUS/CU/MKT/CC/04/5/MA	Principles of Commercial Law	80	8
0413 441 06A	BUS/CU/MKT/CC/05/5/MA	Management skills	100	10
0588 541 07A	BUS/CU/MKT/CC/06/5/MA	Business Mathematics and Statistics	100	10
0414 451 15A	BUS/CU/MKT/CR/05/5/MA	Digital marketing	100	10
0414 451 16A	BUS/CU/MKT/CR/06/5/MA	Market innovation/renovations	100	10
SUB TOTAL			480	48
Industrial training	BUS/CU/MKT/BC/07/5/MA		480	48
GRAND TOTAL			1870	

Entry Requirements

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

- Kenya Certificate of Secondary Education (KCSE) mean grade D (PLAIN)

Or

- Related qualification as determined by TVETA

Trainer qualifications

Qualifications of a trainer for this course include:

- Possession of a minimum qualification of Marketing management level 6 or in a related

- trade area; and
- ii) License by TVETA

Industrial Placement

An individual enrolled in this course will undergo a field training for a minimum period of 480 hours in a marketing unit. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualification. In the case of dual training model, industrial training shall be guided by the dual training policy.

The course shall be assessed formatively and summatively:

- a) During formative assessment all performance criteria shall be assessed based on performance criteria weighting.
- b) Number of formative assessments shall minimally be equal to the number of elements in a unit of competency.
- c) During summative assessment basic and common units may be integrated in the core units or assessed as discrete units.
- d) Theoretical and practical weighting for each unit of learning shall be 30:70 for each unit of learning
- e) Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score

For a candidate to be declared competent in a unit of competency, the candidate must meet the following conditions:

- i) Obtained at least 40% in theory assessment in formative and summative assessments.
- ii) Obtained at least 60% in practical assessment in formative and summative assessment where applicable.
- iii) Obtained at least 50% in the weighted results between formative assessment and summative assessment where the former constitutes 60% and the latter 40% of the

overall score.

- f) Assessment performance rating for each unit of competency shall be as follows:

MARKS	COMPETENCE RATING
80 -100	Mastery
65 – 79	Proficiency
50 – 64	Competent
49 and below	Not Yet Competent
Y	Assessment Malpractice/irregularities

- g) Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification

Certification

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be issued with Kenya National TVET Certificate in Marketing Management Level 5, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. A Statement of Attainment certificate may be awarded upon demonstration of competence in certifiable element within a unit.

These certificates will be issued by TVET CDACC

MODULE I

BUSINESS COMMUNICATION

UNIT CODE: 0413 441 01A

TVET CDACC UNIT CODE: BUS/CU/MKT/CC/01/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Undertake Business Communication

Duration of Unit: 80 Hours

Unit Description

This unit specifies the competencies required to undertake business communication. It involves administering communication channels, implementing types of communication, implementing service charter, safeguarding confidentiality of information, coordinating communication on social media platforms, preparing workplace meeting and reports.

Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HRS)
1	Administer Communication channels	12
2	Implement types of communication	15
3	Implement service charter	7
4	Safeguarding confidentiality of information	12
5	Apply group communication skills	10
6	Coordinate communication on social media platforms	14
7	Prepare work place meetings	10
	SUB TOTAL	80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Administer Communication channels	1.1 Communication process 1.2 Principles of effective communication 1.3 Channels/medium/modes of communication 1.4 Factors to consider when selecting a channel of communication 1.5 Barriers to effective communication 1.6 Flow/patterns of communication 1.7 Sources of information 1.8 Organizational policies 1.9 Record keeping	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Portfolio of Evidence
2. Implement types of communication	2.1 Written Communication <ul style="list-style-type: none"> 2.1.1 Types of written communication 2.1.2 Elements of communication 2.1.3 Organization requirements for written communication 2.2 Non- Verbal <ul style="list-style-type: none"> 2.2.1. Utilize body language and 2.2.2. Gestures 2.2.3. Apply body posture 2.2.4. Apply workplace dressing code 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Portfolio of Evidence

Learning Outcome	Content	Suggested Assessment Methods
	2.3 Oral Communication 2.3.1. Types of oral communication pathways 2.3.2. Effective questioning techniques 2.3.3. Interviews 2.3.4. Workplace etiquette 2.3.5. Active listening	
3. Implement service charter	3.1 Introduction to service charter 3.2 Importance of service charter	<ul style="list-style-type: none"> • Oral questioning • Observation • Written report
4. Safeguarding confidentiality of information	4.1 Introduction to confidentiality 4.2 Importance of confidentiality 4.3 Classification of information 4.4 Methods of securing information 4.5 Challenges of safeguarding confidentiality in human resource communication 4.6 Advantages and disadvantages of safeguarding confidentiality.	<ul style="list-style-type: none"> • Oral questioning • Observation • Written report
5. Coordinate communication on social media platforms	5.1 Introduction to social media platforms 5.2 Importance/uses of social media platforms in an organization 5.3 Social media ethical issues 5.4 Social media monitoring tools 5.5 Advantages and disadvantages of social media platforms	<ul style="list-style-type: none"> • Oral questioning • Observation • Written questions • Project

Learning Outcome	Content	Suggested Assessment Methods
6. Prepare work place meetings	6.1 Introduction to minute taking 6.2 Types of meetings 6.3 Structure of meetings <ul style="list-style-type: none"> 6.3.1. Notice 6.3.2. Agenda 6.3.3. Preparation of other relevant documents 6.3.4. Minute formats 	<ul style="list-style-type: none"> • Oral questioning • Observation • Oral presentation • Written report • Project
7. Prepare workplace report	7.1 Introduction to report writing <ul style="list-style-type: none"> 7.1.1. Definition 7.1.2. Principles e.g. conciseness, clarity etc 7.2 Importance of reports 7.3 Forms and types of reports <ul style="list-style-type: none"> 7.3.1. Oral reports 7.3.2. Written reports 7.3.3. Recorded etc 7.4 Reports formats <ul style="list-style-type: none"> 7.4.1. Letter format 7.4.2. Memo format 7.5 Reports preparation	<ul style="list-style-type: none"> • Oral questioning • Observation • Written report • Project

Suggested Methods of instructions

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos

- Project
- Group discussions

Recommended Resources

- Office stationeries
- Computers and computer software
- Printers
- Projectors

Recommended Resources for 25 trainees

General Resources	Tools and Equipment	Materials and Supplies
<ul style="list-style-type: none"> • 25 Desktop computers/laptops 	Mobile phones	Flashcards
<ul style="list-style-type: none"> • Internet connection 		Flip charts
<ul style="list-style-type: none"> • 1 Projector • 1 Printer 		2 packets of assorted colors of whiteboard marker pens
<ul style="list-style-type: none"> • 1 Whiteboard 		Printing papers
<ul style="list-style-type: none"> • Report writing templates 		

WORK ETHICS AND PRACTICES

UNIT CODE: 0417 541 02A

TVET CDACC UNIT CODE: BUS/CU/MKT/BC/03/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply work ethics and practices.

Duration of Unit: 40 hours

Unit Description

This unit covers competencies required to demonstrate employability skills. It involves the ability to: conduct self-management, promote ethical work practices and values, promote teamwork, manage workplace conflicts, maintain professional and personal development, apply problem-solving, and promote customer care.

S/No	ELEMENTS	DURATION (HRS)
1	Apply self-management skills	10
2	Promote ethical work practices and values	4
3	Promote Team work	10
4	Maintain professional and personal development	10
5	Apply Problem-solving skills	4
6	Promote Customer Care	2
	Total	40

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply self-management skills	1.1 Formulating personal vision, mission, and goals 1.2 self-esteem development 1.3 Emotional intelligence and Coping with Work Stress. 1.4 Assertiveness Development 1.5 Accountability and responsibility 1.6 Time management attendance and punctuality 1.7 Setting performance targets 1.8 Self-awareness 1.9 Motivation, initiative and proactivity 1.10 Monitor and evaluate performance target	<ul style="list-style-type: none"> ● Written assessment ● Oral assessment ● Third party reports ● Portfolio of evidence ● Project ● Practical
2. Promote ethical work practices and values	2.1 Integrity 2.2 Organizational codes of conduct 2.3 Industry policies and procedures 2.4 Professionalism	<ul style="list-style-type: none"> ● Written assessment ● Oral assessment ● Third party reports ● Project ● Practical
3. Promote Teamwork	3.1 Teams <ul style="list-style-type: none"> 3.1.1. Small work group 3.1.2. Staff in a section/department 3.1.3. Inter-agency group 3.1.4. Virtual teams 	<ul style="list-style-type: none"> ● Written assessment ● Oral assessment ● Third party reports ● Project ● Practical

Learning Outcome	Content	Suggested Assessment Methods
	3.2 Determination of team roles and objectives. 3.3 Team activities 3.4 Team performance and evaluation 3.5 Conflicts and conflict resolution 3.5.1. Interpersonal Conflict. 3.5.2. Intrapersonal Conflict. 3.5.3. Intergroup Conflict. 3.5.4. Intragroup Conflict. 3.6 Gender and diversity mainstreaming 3.7 Healthy workplace relationships 3.7.1. Man/Woman 3.7.2. Trainer/trainee 3.7.3. Employee/employer 3.7.4. Client/service provider 3.7.5. Husband/wife 3.7.6. Boy/girl 3.7.7. Parent/child 3.7.8. Sibling relationships 3.8 Adaptability and flexibility	
4. Maintain professional and personal development	4.1 Personal growth and development 4.1.1. Growth in the job 4.1.2. Career mobility	<ul style="list-style-type: none"> ● Written assessment ● Third party reports ● Project

Learning Outcome	Content	Suggested Assessment Methods
	<p>4.1.3. Gains and exposure the job gives</p> <p>4.1.4. Net workings</p> <p>4.1.5. Benefits that accrue to the individual as a result of noteworthy performance</p> <p>4.1.6. Training and career opportunities</p> <p>4.1.7. Participation in training programs</p> <p>4.1.8. Serving as Resource Persons in conferences and workshops</p> <p>4.1.9. Capacity building</p> <p>4.2 Training Resources</p> <p>4.2.1. Human</p> <p>4.2.2. Financial</p> <p>4.2.3. Technology</p> <p>4.3 Licenses and certifications for professional growth and development</p> <p>4.4 Recognition in career advancement</p> <p>4.5 work life balance.</p> <p>4.6 Dynamism and on-the-job learning</p>	<ul style="list-style-type: none"> • Practical

Learning Outcome	Content	Suggested Assessment Methods
5. Apply Problem-solving skills	<p>5.1 <i>Creative, innovative</i></p> <p>5.1.1. New ideas</p> <p>5.1.2. Original ideas</p> <p>5.1.3. Different ideas</p> <p>5.1.4. Methods/procedure</p> <p>5.1.5. Processes</p> <p>5.1.6. New tools</p> <p>5.2 Independence and initiative in problem identification and solving</p> <p>5.3 Problem-solving process</p> <p>5.4 Methods of solving problems</p> <p>5.5 Problem analysis and assumption testing.</p>	<ul style="list-style-type: none"> • Written assessment • Third party reports • Project • Practical
6. Promote Customer Care	<p>6.1 Identifying customer needs</p> <p>6.2 Customer feedback methods</p> <p>6.2.2 Verbal</p> <p>6.2.3 Written</p> <p>6.2.4 Informal</p> <p>6.2.5 Formal</p> <p>6.3 Resolving customer concerns</p> <p>6.4 Customer outreach programs</p> <p>6.5 Customer retention</p>	<ul style="list-style-type: none"> • Written assessment • Third party reports • Project • Practical

Suggested Methods of Instruction

- Instructor lead facilitation of theory using active learning strategies.
- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Projects
- Case studies
- Assignments

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
1.	Charts	<ul style="list-style-type: none"> • Flip Charts • Rules and Regulations 	5	1:6
2.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
3.	Smart board (Where Applicable)	LCD or projector	1	1:30
4.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	Learning Facilities & Infrastructure			
1.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
2.	Internet Connection	System	1	1:30
C	Consumable Materials			
1.	Markers	Whiteboard markers and permanent Markers	5	1:6

2.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	Tools And Equipment			
1.	Desktops	Any model	30	1:1
2.	Printer	Inkjet, LaserJet	2	1:15
3.	Computers Software:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software 	1	1:1

- LCD projectors

FINANCIAL ACCOUNTING SKILLS

UNIT CODE: 0411 551 03A

TVET CDACC UNIT CODE: BUS/CU/MKT/CC/02/5/MA

Duration of unit: 120 hours

Relationship to occupational standards

This unit addresses the unit of competency: Apply Financial Accounting Skills.

UNIT DESCRIPTION

This unit specifies the competencies required to apply financial accounting skills. It involves applying accounting concepts, conventions and policies, preparing books of original entries, posting transactions to the ledger, preparing cash books, correcting accounting errors, preparing bank reconciliation statements, maintaining non-current assets register, maintaining receivables and payables ledgers and preparing sole trader statements.

Summary of Learning Outcomes

S/No.	Learning Outcomes	DURATION (HRS)
1	Apply accounting concepts, conventions and policies	8
2	Prepare books of original entries	10
3	Post transaction to the ledger	16
4	Prepare cash books	10
5	Correct accounting errors	16
6	Prepare Bank Reconciliation statements	8
7	Maintain non-current assets' register	18
8	Maintain receivables and payables ledgers	13
9	Prepare sole trader statements	20
TOTAL		120

Learning Outcomes, Content and Suggested Assessment Methods

Learning outcomes	Content	Assessment methods
1. Apply accounting concepts, conventions and policies	1.1 Accounting concepts, conventions and policies 1.1.1 Going concern 1.1.2 Accrual 1.1.3 Prudence 1.1.4 Matching 1.2 Accounting equation 1.3 Users of accounting information	<ul style="list-style-type: none"> • Practical assessments • Projects • Poe evaluation • Third party reports • Written tests
2. Prepare books of original entries	2.1 Classification of transactions 2.1.1 Cash transactions 2.1.2 Credit transactions 2.2 Source documents 2.2.1 Invoices 2.2.2 Vouchers 2.2.3 Receipts 2.3 Books of original entry 2.3.1 Purchases day book 2.3.2 Sales day book 2.3.3 Petty cash book 2.4 Source documents recording	<ul style="list-style-type: none"> • Practical • Projects • Poe evaluation • Third party reports • Written tests
3. Post transaction to the ledger	3.1 Classification of ledgers 3.1.1 General ledger 3.1.2 Sales ledger 3.1.3 Purchases ledger 3.2 ledger accounts identification 3.3 Posting of transactions to ledgers	<ul style="list-style-type: none"> • Practical • Projects • Poe evaluation • Third party reports

	3.4 Balancing off ledger accounts 3.5 Trial Balance 3.6 Preparation of Trial Balance	<ul style="list-style-type: none"> • Written tests
4. Prepare cash books	4.1 Cash books <ul style="list-style-type: none"> 4.1.1 Two column cashbook 4.1.1 Three column cashbook 4.1.2 Petty cashbook 4.2 Classification of cash receipts 4.3 Recording of cash receipts 4.4 Discounts <ul style="list-style-type: none"> 4.4.1 Cash discounts 4.4.2 Trade discounts 4.4.3 Quantity discounts 	<ul style="list-style-type: none"> • Practical • Projects • Poe evaluation • Third party reports • Written tests
5. Correct accounting errors	5.1 Errors affecting the trial balance 5.2 Errors that do not affect the trial balance 5.3 Correction of errors 5.4 Suspense account 5.5 Reported gross/net profit 5.6 The final statement of financial position	<ul style="list-style-type: none"> • Practical • Projects • Poe evaluation • Third party reports • Written tests
6. Prepare bank reconciliation statements	6.1 Cash book and bank statement balance discrepancies:	<ul style="list-style-type: none"> • Practical • Projects

	<p>6.1.2 Items appearing in the cashbook but not in the bank statement</p> <p>6.1.3 Items appearing in the bank statement but not in the cash book</p> <p>6.1.4 Errors</p> <p>6.2 Update the cash book</p> <p>6.3 Bank reconciliation statement</p>	<ul style="list-style-type: none"> • Poe evaluation • Third party reports • Written tests
7. Maintain non-current assets' register	<p>7.1 Determining costs of assets as per Accounting standards</p> <p>7.2 Depreciation computation</p> <p>7.3 Depreciation recording as per accounting guidelines</p> <p>7.4 Accounting treatment on depreciation</p> <p>7.5 Acquisition of Non-current assets</p> <p>7.6 Disposal of non-current assets</p> <p>7.7 Determining asset balances</p>	<ul style="list-style-type: none"> • Practical • Projects • Poe evaluation • Third party reports • Written tests
8. Maintain receivables and payables ledgers	<p>8.1 Bad debts written off</p> <p>8.2 Provision for bad debts</p> <p>8.3 Adjusting receivable balances</p> <p>8.4 Adjusting Payable balances</p> <p>8.5 Control accounts:</p> <p>8.5.1 Sales ledger control account</p>	<ul style="list-style-type: none"> • Practical • Projects • Poe evaluation • Third party reports

	8.5.2 Purchases ledger control account	<ul style="list-style-type: none"> • Written tests
9. Prepare sole trader statements	9.1. Income and expenditure 9.2. Year-end adjustments 9.3. Accruals 9.4 Prepayments 9.5 Provisions 9.6 Statement of profit or loss 9.7 Statement of financial position items 9.8 Statement of financial position	<ul style="list-style-type: none"> • Practical • Projects • PoE evaluation • Third party reports • Written tests

Suggested delivery methods

- Demonstration
- Practical work by trainee
- Fieldwork and benchmarking
- Group discussions
- Case studies
- Role play

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
5.	Charts	<ul style="list-style-type: none"> • Flip Charts • Rules and Regulations 	5	1:6
6.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
7.	Smart board (Where Applicable)	LCD or projector	1	1:30
8.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	Learning Facilities & Infrastructure			
3.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
4.	Internet Connection	System	1	1:30
C	Consumable Materials			
3.	Markers	Whiteboard markers and permanent Markers	5	1:6
4.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	Tools And Equipment			
4.	Desktops	Any model	30	1:1
5.	Printer	Inkjet, LaserJet	2	1:15
6.	Computers Software:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software 	1	1:1

References

- Organization operating procedures
- Industry/workplace codes of practice
- Cooperative societies act
- Sacco societies act
- Text books
- Cooperative society journals
- Magazines
- E-learning resources

TRADE ACTIVITIES

UNIT CODE:041455404A

TVET CDACC UNIT CODE: BUS/CU/MKT/CR/01/5/MA

Relationship to Occupational Standards

This unit addresses the unit of competency: perform trade activities

Duration of Unit: 100 Hours

Unit Description

This unit specifies the competencies required to perform trade activities. It includes gathering channel insights, matching consumer needs to distribution channel, determining best channel(s), conducting channel trade activities and preparing trade activities report.

Summary of Learning Outcomes

S/NO.	LEARNING OUTCOMES	DURATION (Hrs)
1	Gather channel insight	25
2	Match consumer needs to distribution channels	25
3	Determine best channels	25
4	Conduct channel trade activities	25
	TOTAL	100

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Gather channel insights	1.1.Market size (geographical coverage) 1.2.Price strategies 1.3.Purchasing patterns 1.4.Channels of distribution	<ul style="list-style-type: none">• Written Assessment• Observation• Oral questions

Learning Outcome	Content	Suggested Assessment Methods
		<ul style="list-style-type: none"> • Third party report
2. Match consumer needs to distribution channel	2.2.Methods of Route to market 2.3.Channels of distribution 2.4.Factors that determine distribution channel choice	<ul style="list-style-type: none"> • Observation • Written Assessment • Oral questions • Third party report
3. Determine Best Channel (s)	3.1.Route to market options 3.2.DIME approach 3.3.Strategy area mapping	<ul style="list-style-type: none"> • Observation • Written Assessment • Oral questions • Third party report
4. Conduct channel trade activities	4.1.Principles of selling 4.2.Process of selling 4.3.Trade activities <ul style="list-style-type: none"> 4.3.1. Classification 4.3.2. Monitoring and evaluation 4.4.Points of Sale Materials (POSM)	<ul style="list-style-type: none"> • Observation • Written Assessment • Oral questions • Third party report

Suggested Methods of Instruction

- Project
- Demonstration by trainer
- Practice by the trainee
- Discussions
- Direct instruction
- Simulation
- On job training

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
9.	Charts	<ul style="list-style-type: none">• Flip Charts• Rules and Regulations	5	1:6
10.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
11.	Smart board (Where Applicable)	LCD or projector	1	1:30
12.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	Learning Facilities & Infrastructure			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
6.	Internet Connection	System	1	1:30
C	Consumable Materials			
5.	Markers	Whiteboard markers and permanent Markers	5	1:6
6.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6

D	Tools And Equipment			
7.	Desktops	Any model	30	1:1
8.	Printer	Inkjet, LaserJet	2	1:15
9.	Computers Software:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software 	1	1:1

BRAND PROMOTION

UNIT CODE: 041455405A

TVET CDACC UNIT CODE: BUS/CU/MKT/CR/02/5/MA

Relationship to Occupational Standards

This unit addresses the unit of competency: conduct brand promotion

Duration of unit: 120 Hours

Unit Description

This unit specifies the competencies required to conduct brand promotion. It involves determining brand objectives, identifying brand barriers, determining brand positioning, undertaking brand promotion activities and preparing brand promotion report.

Summary of Learning Outcomes

S/NO	LEARNING OUTCOMES	DURATION (Hrs)
1	Determine brand objectives	24
2	Identify brand barriers	24
3	Determine brand positioning	24
4	Undertake brand promotion activities	24
5	Prepare brand promotion report	24
TOTAL		120

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Determine brand objectives	1.1.Brand 1.2.Features of a brand 1.3.Objectives of brand	<ul style="list-style-type: none">• Written Assessment• Observation• Oral questions• Third party report

Learning Outcome	Content	Suggested Assessment Methods
2. Identify brand barriers	2.1.Market research 2.2.Brand barriers 2.3.Ways of handling brand barriers	<ul style="list-style-type: none"> • Written Assessment • Observation • Oral questions • Third party report
3. Determine brand positioning	3.1.Market 3.2.Factors that determine target audience 3.3.Benefits of products brand 3.4.Brand competition analysis 3.5.Positioning strategies	<ul style="list-style-type: none"> • Observation • Written Assessment • Oral questions • Third party report
4. Undertake Brand promotion activities	4.1. Methods of promotion - promotion mix 4.2.Advertising 4.2.1. Developing and Managing and Advertising Program 4.3.Publicity 4.4.Personal selling 4.5.Sales promotion 4.6.Major Decisions in sales promotion 4.7.Direct marketing	<ul style="list-style-type: none"> • Observation • Written Assessment • Oral questions • Third party report

Learning Outcome	Content	Suggested Assessment Methods
	4.8.Public relation 4.9.Selecting Marketing Communications Mix 4.10. Factors in Setting the marketing communications mix 4.11. Measuring Communication Results	
5. Prepare brand promotion report	5.1.Brand management 5.2.Ways of obtaining customer feedback 5.3.Factors that determine customer satisfaction 5.4.Brand impact 5.4.1. Sales quotas 5.4.2. Geographical expansion 5.4.3. Market share	<ul style="list-style-type: none"> • Observation • Written Assessment • Oral questions • Third party report

Suggested Methods of Instruction

- Project
- Demonstration by trainer
- Practice by the trainee
- Discussions
- Direct instruction
- Simulation
- On job training

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
13.	Charts	<ul style="list-style-type: none"> • Flip Charts • Rules and Regulations 	5	1:6
14.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
15.	Smart board (Where Applicable)	LCD or projector	1	1:30
16.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	Learning Facilities & Infrastructure			
7.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
8.	Internet Connection	System	1	1:30
C	Consumable Materials			
7.	Markers	Whiteboard markers and permanent Markers	5	1:6
8.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	Tools And Equipment			
10.	Desktops	Any model	30	1:1
11.	Printer	Inkjet, LaserJet	2	1:15
12.	Computers Software:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account 	1	1:1

		Antivirus Software		
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MODULE II

DIGITAL LITERACY

UNIT CODE: 061154106A

TVET CDACC UNIT CODE: BUS/CU/MKT/BC/01/5/MA

Duration of Unit: 40 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply Digital Literacy

Unit Description

This unit covers the competencies required to demonstrate digital literacy. It involves operating computer devices, solving tasks using the Office suite, managing data and information, performing online communication and collaboration, applying cyber security skills, and performing jobs online.

Summary of Learning Outcomes

S/NO.	LEARNING OUTCOMES	DURATION
1.	Operate computer devices	6
2.	Solve tasks using Office suite	6
3.	Manage data and information	6
4.	Perform online communication and collaboration	5
5.	Apply cybersecurity skills	5
6.	Perform online jobs	6
7.	Apply job entry techniques	6
	TOTAL	40

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Operate computer devices	<p>1.1 Computer device</p> <p>1.1.1. Desktops</p> <p>1.1.2. Laptops</p> <p>1.1.3. Smartphones</p> <p>1.1.4. Tablets</p> <p>1.1.5. Smartwatches</p> <p>1.2 Computer Hardware</p> <p>1.2.1 The System Unit E.g. Motherboard, CPU, casing</p> <p>1.2.2 Input Devices e.g. Pointing, keying, scanning, voice/speech recognition, direct data capture devices.</p> <p>1.2.3 Output Devices e.g. hardcopy output and softcopy output</p> <p>1.2.4 Storage Devices e.g. main memory e.g. RAM, secondary storage (Solid state devices, Hard Drives, CDs & DVDs, Memory cards, Flash drives</p> <p>1.2.5 Computer Ports e.g. HDMI, DVI, VGA, USB type C etc.</p> <p>1.3 Classification of computer software</p>	<ul style="list-style-type: none"> • Portfolio of evidence • Written assessment • Oral assessment • Practical assessment

Learning Outcome	Content	Suggested Assessment Methods
	<p>1.3.1. System software e.g. Operating System (Windows, Macintosh, Linux, Android, iOS)</p> <p>1.3.2. Application Software e.g. Word Processors, Spreadsheets, Presentations etc.</p> <p>1.3.3. Utility Software e.g. Antivirus programs</p> <p>1.4 Procedure for turning computer on and off</p> <p>1.5 Mouse use techniques</p> <p>1.6 Keyboard Parts and Use Techniques</p> <p>1.7 File and Files Management using an operating system</p> <p>1.8 Computer Internet Connection Options</p> <p>1.8.1 Mobile Networks/Data Plans</p> <p>1.8.2 Wireless Hotspots</p> <p>1.8.3 Cabled (Ethernet/Fiber)</p> <p>1.8.4 Dial-Up</p> <p>1.8.5 Satellite</p> <p>1.9 Computer external devices management</p>	

Learning Outcome	Content	Suggested Assessment Methods
	1.10 Operating system functions 1.11 Desktop Customization 1.12 Device connections 1.13 Device controls (volume controls and display properties)	
2. Solve tasks using Office suite	2.1 Meaning and Importance of Word Processing 2.2 Preparation of worksheet data 2.3 Edit of worksheet data 2.4 Data manipulation 2.4.1. Use of formulae 2.4.2 Use of functions 2.4.3 Sorting 2.4.4 Filtering 2.4.5 Visual representation using charts 2.5 Saving of work sheet 2.6 Electronic presentation concepts 2.6.1. Creating slides 2.6.2. Editing slides 2.6.3. Formatting slides 2.6.4. Applying slide effects and transitions 2.6.5. Creating and playing slideshows 2.6.6. Saving presentations	<ul style="list-style-type: none"> • Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	<p>Printing slides and handouts</p> <p>2.7 Working with word documents</p> <p>2.7.1 Open and close word processor</p> <p>2.7.2 Create a new document</p> <p>2.7.3 Save a document</p> <p>2.7.4 Switch between open documents</p> <p>2.8 Enhancing productivity</p> <p>2.8.1 Set basic options/preferences</p> <p>2.8.2 Help resources</p> <p>2.8.3 Use magnification/zoom tools</p> <p>2.8.4 Display, hide built-in tool bar</p> <p>2.8.5 Using navigation tools</p> <p>2.9 Typing Text</p> <p>2.10 Document editing (copy, cut, paste commands, spelling and Grammar check)</p> <p>2.11 Document formatting</p> <p>2.11.1 Formatting text</p> <p>2.11.2 Formatting paragraph</p> <p>2.12 Formatting styles</p> <p>2.13 Alignment</p> <p>2.14 Creating tables</p> <p>2.15 Formatting tables</p> <p>2.16 Graphical objects</p> <p>2.16.1 Insert object (picture, drawn object)</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.16.2 Select an object</p> <p>2.16.3 Edit an object</p> <p>2.16.4 Format an object</p> <p>2.17 Document Print setup</p> <p>2.17.1 Page layout,</p> <p>2.17.2 Margins set up</p> <p>2.17.3 Orientation.</p> <p>2.18 Word Document Printing</p> <p>2.19 Meaning & Importance of electronic spreadsheets</p> <p>2.20 Components of Spreadsheets</p> <p>2.21 Application areas of spreadsheets</p> <p>2.22 Using spreadsheet application</p> <p>2.18.1 Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.</p> <p>2.18.2 Worksheet printing</p> <p>2.18.3 Electronic Presentations</p> <p>2.19 Meaning and Importance of electronic presentations</p> <p>2.20 Examples of Presentation Software</p> <p>2.21 Using the electronic presentation application</p> <p>2.22 Parts of the PowerPoint screen (slide navigation pane, slide</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<p>pane, notes, the ribbon, quick access toolbar, and scroll bars).</p> <p>2.23 Open and close presentations</p> <p>2.24 Creating Slides (Insert new slides, duplicate, or reuse slides.)</p> <p>2.25 Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).</p> <p>2.26 Use magnification/zoom tools</p> <p>2.27 Apply or change a theme.</p> <p>2.28 Save a presentations</p> <p>2.29 Switch between open presentations</p> <p>2.30 Developing a presentation</p> <p> 2.30.1 Presentation views</p> <p> 2.30.2 Slides</p> <p> 2.30.3 Master slide</p> <p>2.31 Text</p> <p>2.32 Editing text</p> <p>2.33 Formatting</p> <p>2.34 Tables</p> <p> 2.34.1 Charts</p> <p>2.35 Using charts</p> <p>2.36 Organization charts</p> <p> 2.36.1 Graphical objects</p>	

Learning Outcome	Content	Suggested Assessment Methods
	2.37 Insert, manipulate 2.38 Drawings 2.38.1 Prepare outputs 2.39 Applying slide effects and transitions 2.40 Check and deliver 2.40.1 Spell check a presentation 2.40.2 Slide orientation 2.40.3 Slide shows, navigation 2.41 Print presentations (slides and handouts)	
3. Manage Data and Information	2.23 Meaning of Data and information 2.24 Importance and Uses of data and information 2.25 Types of internet services 2.26 Communication Services 2.27 Information Retrieval Services 2.28 File Transfer 2.29 World Wide Web Services 2.30 Web Services 2.31 Automatic Network Address Configuration 2.31.1 New group 2.31.2 Ecommerce	<ul style="list-style-type: none"> • Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	2.32 Types of Internet Access Applications 2.33 Web browsing concepts 2.34 Key concepts 2.35 Security and safety 2.36 Web browsing 2.37 Using the web browser 2.38 Tools and settings 2.39 Clearing Cache and cookies 2.40 URIs 2.41 Bookmarks 2.42 Web outputs 2.43 Web based information 2.44 Search 2.45 Critical evaluation of information 2.46 Copyright, data protection 2.47 Downloads Management 2.48 Performing Digital Data Backup (Online and Offline) 2.49 Emerging issues in internet	
4. Perform online communication and collaboration	4.1 Netiquette principles 4.2 Using email 4.2.1 Sending email 4.2.2 Receiving email 4.2.3 Tools and settings 4.2.4 Organizing email	<ul style="list-style-type: none"> • Practical assessment • Project • Portfolio of evidence

Learning Outcome	Content	Suggested Assessment Methods
	<p>4.3 Digital content copyright and licenses</p> <p>4.4 Online collaboration tools</p> <p>4.4.1 Online Storage (Google Drive)</p> <p>4.4.2 Online productivity applications (Google Docs & Forms)</p> <p>4.4.3 Online meetings (Google Meet/Zoom)</p> <p>4.4.4 Online learning environments</p> <p>4.4.5 Online calendars (Google Calendars)</p> <p>4.4.6 Social networks (Facebook/Twitter - Settings & Privacy)</p> <p>4.5 Preparation for online collaboration</p> <p>4.5.1 Common setup features</p> <p>4.5.2 Setup</p> <p>4.6 Mobile collaboration</p> <p>4.6.1 Key concepts</p> <p>4.6.2 Using mobile devices</p> <p>4.6.3 Applications</p> <p>4.6.4 Synchronization</p>	<ul style="list-style-type: none"> • Third party reports • Written tests • Oral questions

Learning Outcome	Content	Suggested Assessment Methods
5. Apply cybersecurity skills	5.1 Data protection and privacy <ul style="list-style-type: none"> 5.1.1 Confidentiality of data/information 5.1.2 Integrity of data/information 5.1.3 Availability of data/information 5.2 Internet security threats <ul style="list-style-type: none"> 5.2.1 Malware attacks 5.2.2 Social engineering attacks 5.2.3 Distributed denial of service (DDoS) 5.2.4 Man-in-the-middle attack (MitM) 5.2.5 Password attacks 5.2.6 IoT Attacks 5.2.7 Phishing Attacks 5.2.8 Ransomware 5.3 Computer threats and crimes 5.4 Cybersecurity control measures <ul style="list-style-type: none"> 5.4.1 Physical Controls 5.4.2 Technical/Logical Controls (Passwords, Pins, Biometrics) 5.4.3 Operational Controls 5.5 Laws governing protection of ICT in Kenya	<ul style="list-style-type: none"> • Practical assessment • Project • Portfolio of evidence • Third party reports • Written tests • Oral questions

Learning Outcome	Content	Suggested Assessment Methods
	5.5.1 The Computer Misuse and Cybercrimes Act No. 5 of 2018 5.5.2 The Data Protection Act No. 24 Of 2019	
6. Perform Online Jobs	6.1 Types of online Jobs 6.2 Online job platforms 6.2.1 Remo task 6.2.2 Data annotation tech 6.2.3 Cloud worker 6.2.4 Up work 6.2.5 One forma 6.2.6 Append 6.3 Online account and profile management 6.4 Identifying online jobs/job bidding 6.5 Online digital identity 6.6 Executing online tasks 6.7 Management of online payment accounts.	<ul style="list-style-type: none"> • Practical assessment • Project • Portfolio of evidence • Third party reports • Written tests • Oral questions
7. Apply job entry techniques	7.1 Sources of job opportunities 7.2 Resume/ curriculum vitae 7.2.1 What is a CV 7.2.2 How long should a CV be 7.2.3 What to include in a CV 7.2.4 Format of CV	<ul style="list-style-type: none"> • Practical assessment • Project • Portfolio of evidence • Third party reports

Learning Outcome	Content	Suggested Assessment Methods
	<p>7.2.5 How to write a good CV</p> <p>7.2.6 Don'ts of writing a CV</p> <p>7.3 Job application letter</p> <p>7.3.1 What to include</p> <p>7.3.2 Addressing a cover letter</p> <p>7.3.3 Signing off a cover letter</p> <p>7.4 Portfolio of Evidence</p> <p>7.4.1 Academic credentials</p> <p>7.4.2 Letters of commendations</p> <p>7.4.3 Certification of participations</p> <p>7.4.4 Awards and decorations</p> <p>7.5 Interview skills</p> <p>7.5.1 Listening skills</p> <p>7.5.2 Grooming</p> <p>7.5.3 Language command</p> <p>7.5.4 Articulation of issues</p> <p>7.5.5 Body language</p> <p>7.5.6 Time management</p> <p>7.5.7 Honesty</p> <p>7.6 Generally knowledgeable in current affairs and technical area</p>	<ul style="list-style-type: none"> • Written tests • Oral questions

Suggested Methods Instruction

- Instructor-led facilitation using active learning strategies
- Demonstration by trainer
- Practical work by trainees
- Viewing of related videos
- Group discussions
- Project
- Role play
- Case study

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
17.	Charts	<ul style="list-style-type: none">• Flip Charts• Rules and Regulations	5	1:6
18.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
19.	Smart board (Where Applicable)	LCD or projector	1	1:30
20.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	Learning Facilities & Infrastructure			
9.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
10.	Internet Connection	System	1	1:30
C	Consumable Materials			

9.	Markers	Whiteboard markers and permanent Markers	5	1:6
10.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	Tools And Equipment			
13.	Desktops	Any model	30	1:1
14.	Printer	Inkjet, LaserJet	2	1:15
15.	Computers Software:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software 	1	1:1

Recommended Resources for 25 Trainees

- 25 computers with the following software:
 - Windows/Linux/Macintosh Operating System
 - Microsoft Office Software
 - Google Workspace Account
 - Antivirus Software
- 2 Printers
- Printing Papers
- External storage media
- 1 Projector
- 1 Whiteboard
- 1 Smartboard/Smart TV (Where applicable)
- Assorted whiteboard markers
- Internet connection
- 5 samples of CVs
- 5 samples of job applications

ENTREPRENEURIAL SKILLS

UNIT CODE: 041354107A

TVET CDACC UNIT CODE: BUS/CU/MKT/BC/04/5/MA

Relationship to occupational standards

This unit addresses the unit of competency: Apply Entrepreneurial skills.

Duration of unit: 40 hours

Unit Description:

This unit covers the competencies required to demonstrate an understanding of entrepreneurship. It involves demonstrating an understanding of financial literacy, applying entrepreneurial concepts identifying entrepreneurship opportunities, applying business legal aspects, and developing business innovative strategies and business plans.

Summary of Learning Outcomes

S/NO.	LEARNING OUTCOMES	DURATION
1.	Apply Financial Literacy Skills	6
2.	Apply entrepreneurial concept	4
3.	Identify entrepreneurial opportunities	6
4.	Apply business legal aspects	6
5.	Innovate Business strategies	6
6.	Develop Business Plan	8
SUB-TOTAL		40

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply financial literacy	1.1.Sources of personal and business funds 1.1.1. Salary/Wages 1.1.2. Investments 1.1.3. Savings 1.1.4. Inheritance 1.1.5. Government Benefits 1.1.6. Equity Financing 1.1.7. Debt Financing, 1.1.8. Personal Savings/Investment 1.1.9. Retained Earnings 1.1.10. Grants and Subsidies 1.1.11. Crowdfunding 1.1.12. supplier Credit: 1.1.13. Leasing and Asset Financing: 1.2.Personal finance management 1.3.Saving management 1.4.Debt management 1.5.Investment decisions 1.6.Insurance services	<ul style="list-style-type: none"> • Observation • Project • Written assessment • Oral assessment • Third party report • Interviews
2.Apply entrepreneurial concept	2.1 Difference between Entrepreneurs and Business persons 2.2 Types of entrepreneurs 2.2.1 Innovators 2.2.2 Imitators 2.2.3 Craft	<ol style="list-style-type: none"> 1. Observation 2. Project 3. Written assessment 4. Oral assessment 5. Third party

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.2.4 Opportunistic</p> <p>2.2.5 Speculators</p> <p>2.3 Ways of becoming an entrepreneur</p> <p>2.4 Characteristics of Entrepreneurs</p> <p>2.4.1. Creative</p> <p>2.4.2. Innovative</p> <p>2.4.3. Planner</p> <p>2.4.4. Risk taker</p> <p>2.4.5. Networker</p> <p>2.4.6. Confident</p> <p>2.4.7. Flexible</p> <p>2.4.8. Persistent</p> <p>2.4.9. Patient</p> <p>2.5 salaried employment and self-employment</p> <p>2.6 Requirements for entry into self-employment</p> <p>2.7 Roles of an Entrepreneur in an enterprise</p> <p>2.8 Contributions of Entrepreneurship</p>	report
3. Identify entrepreneurship opportunities	<p>3.1 Sources of business ideas</p> <p>3.2 Factors to consider when evaluating business opportunity</p> <p>3.3 Entrepreneurial opportunities</p> <p>3.4 Generation of Business ideas and opportunities</p>	<ul style="list-style-type: none"> • Observation • Project • Written assessment • Oral assessment • Third party report

Learning Outcome	Content	Suggested Assessment Methods
	3.5 Business life cycle	
4.Apply business legal aspects	4.1 Forms of business ownership <ul style="list-style-type: none"> 4.1.1. Sole proprietorship 4.1.2. Partnership 4.1.3. Limited companies 4.1.4. Cooperatives 4.2 Business registration and licensing processing 4.3 Types of contracts and agreements 4.4 Employment laws 4.5 Taxation laws	<ul style="list-style-type: none"> • Observation • Project • Written assessment • Oral assessment • Third party report
5.Innovate business Strategies	5.1 business Innovative strategies 5.2 Creativity in business 5.3 Business innovation <ul style="list-style-type: none"> 5.3.1. New products 5.3.2. New methods of production 5.3.3. New markets 5.3.4. New sources of supplies 5.3.5. Change in industrialization 5.4 Entrepreneurial Linkages 5.5 ICT in business growth and development	<ul style="list-style-type: none"> • Observation • Project • Written assessment • Oral assessment • Third party report
6.Develop Business Plan		<ul style="list-style-type: none"> • Observation • Written

Learning Outcome	Content	Suggested Assessment Methods
	6.1.Business idea 6.2.Business description 6.3.Marketing plan 6.4.Organizational/Management plan 6.5.Production/operation plan 6.6.Financial plan 6.7.Executive summary 6.8.Business plan presentation 6.9.Business idea incubation	assessment <ul style="list-style-type: none"> • Project • Oral assessment • Third party report

Suggested Methods of Instruction

- Direct instruction with active learning strategies
- Project (Business plan)
- Case studies
- Field trips
- Group Discussions
- Demonstration
- Question and answer
- Problem solving
- Experiential
- Team training
- Guest speakers

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
1.	Charts	<ul style="list-style-type: none"> • Flip Charts • Rules and Regulations 	5	1:6
2.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
3.	Smart board (Where Applicable)	LCD or projector	1	1:30
4.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	Learning Facilities & Infrastructure			
1.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
2.	Internet Connection	System	1	1:30
C	Consumable Materials			
1.	Markers	Whiteboard markers and permanent Markers	5	1:6
2.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	Tools And Equipment			
1.	Desktops	Any model	30	1:1
2.	Printer	Inkjet, LaserJet	2	1:15
3.	Computers Software:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software 	1	1:1

ECONOMICS SKILLS

UNIT CODE: 0413 551 08A

TVET CDACC UNIT CODE: BUS/CU/MKT/CC/03/5/MA

Duration of unit: 150 hours

Relationship with occupational standards

This unit addresses the unit of competency: Apply Economic Skills.

UNIT DESCRIPTION

This unit specifies the competencies required to apply economic skills. It involves applying fundamentals of economic concepts, demand and supply in market analysis, consumer behaviour theory, production theory, cost theory, understanding market structures, inflation and unemployment, money and banking, National income and international trade.

Learning outcomes

Learning outcomes

S/ NO.	LEARNING OUTCOMES	DURATION
1	Apply fundamental economic concepts.	14
2	Apply demand and Supply in market analysis	15
3	Apply consumer behavior theory	15
4	Apply production theory	15
5	Apply costs theory	15
6	Differentiate market structures	15
7	Determine national income	15
8	Understand Money and Banking	14
9	Determine Inflation and unemployment	14
10	Understand International trade	18
SUB-TOTAL		150

Learning Outcomes, Content and Suggested Assessment Methods

Learning outcomes	Content	Suggested Assessment Methods
1. Apply fundamental of Economic Concepts	1.1 Economic concepts. 1.1.1 Economic resources 1.1.2 human wants 1.1.3 Scarcity and choice 1.1.4 opportunity cost 1.1.5 production possibility curves/frontiers 1.2 Economic methodology 1.3 Scope of economic resources 1.4 Economic systems. 1.5 Effective resource utilization.	<ul style="list-style-type: none"> • Case studies • Written assessment • Oral assessment • Demonstration • Projects • Group Discussion • Portfolio of evidence
2. Apply demand and supply in market analysis	2.1 Market demand and supply dynamics. 2.2 Factors affecting demand and supply. 2.3 Demand and supply curves 2.4 Elasticity of demand and supply.	<ul style="list-style-type: none"> • Case studies • Practical • Written assessment • Oral assessment • Third-party report • Observation • Demonstration • Projects • Group Discussion • Portfolio of evidence
3. Apply consumer	3.1 Consumer behaviour approaches.	<ul style="list-style-type: none"> • Case studies

behaviour theory	3.2 Consumer utility 3.2.1 marginal utility 3.2.2 law of diminishing 3.3 consumer equilibrium 3.4 Indifference curves	<ul style="list-style-type: none"> • Practical • Written assessment • Oral assessment • Third-party report • Observation • Demonstration • Projects • Group Discussion • Portfolio of evidence • Case studies • Practical • Written assessment • Demonstration • Projects • Portfolio of evidence
4. Apply production theory	4.1 Mobility of Factors of production and their rewards 4.2 Output units determination 4.3 Stages of production 4.3.1 Primary 4.3.2 Secondary 4.3.3 Tertiary 4.4 Long run and short run production period 4.5 Direct and Indirect Production 4.6 Merits and demerits of direct and indirect	<ul style="list-style-type: none"> • Case studies • Practical • Written assessment • Demonstration • Projects • Group Discussion • Portfolio of evidence

	production 4.7 Division of labour and specialization.	
5 Apply cost theory	5.1 Classification of production costs 5.1.1 Fixed costs 5.1.2 Variable costs 5.1.3 Total cost 5.1.4 Opportunity costs 5.1.5 Marginal cost 5.2 short run costs analysis 5.3 long run costs analysis 5.4 Cost curves analysis. 5.5 Optimal size of the firm. 5.5.1 Economies of scale.	<ul style="list-style-type: none"> • Case studies • Practical • Written assessment • Demonstration • Projects • Group Discussion • Portfolio of evidence
6 Differentiate market Structures	6.1 Market structures determination 6.2 Market output 6.3 Market Prices. 6.4 Market structures selection 6.4.1 Perfect competition 6.4.2 Monopoly 6.4.3 Monopolistic 6.4.4 Oligopoly 6.4.5 Duopoly	<ul style="list-style-type: none"> • Case studies • Practical • Written assessment • Demonstration • Projects • Group Discussion • Portfolio of evidence
7. Determine national income	7.1 Concept of national	<ul style="list-style-type: none"> • Case studies • Practical

	<p>income</p> <p>7.1.1 Gross Domestic Product (GDP)</p> <p>7.1.2 Gross national product (GNP) and net national product (NNP)</p> <p>7.1.3 Net national income (NNI) at market price and factor cost</p> <p>7.1.4 Disposable income</p> <p>7.2 Methods used to measure national income</p> <p>7.2.1 Income approach</p> <p>7.2.2 Output approach</p> <p>7.2.3 Expenditure approach</p> <p>7.3 Problems of national income</p> <p>7.4 Importance of national income statistics</p> <p>7.5 National income equilibrium.</p>	<ul style="list-style-type: none"> • Written assessment • Demonstration • Projects • Group Discussion • Portfolio of evidence
8. Understand Money and Banking	<p>8.1 Functions of money</p> <p>8.2 Characteristics of money</p> <p>8.3 Financial institutions</p>	<ul style="list-style-type: none"> • Case studies • Practical • Written assessment

	<p>8.4 Functions of central bank and commercial bank</p> <p>8.5 Functions of non-banking financial institutions</p>	<ul style="list-style-type: none"> • Demonstration • Projects • Group Discussion • Portfolio of evidence
9. Determine Inflation and unemployment	<p>9.1 Types of inflation</p> <p>9.1.1 Cost push</p> <p>9.1.2 Demand pull</p> <p>9.2 Causes of inflation</p> <p>9.3 Effects of inflation</p> <p>9.4 Measures to control inflation</p> <p>9.4.1 Fiscal policy</p> <p>9.4.2 Monetary</p> <p>9.5 Direct intervention</p> <p>9.5.1 Causes of unemployment</p> <p>9.5.2 Unemployment control measures</p>	<ul style="list-style-type: none"> • Case studies • Practical • Written assessment • Demonstration • Projects • Group Discussion • Portfolio of evidence
10. Understand International Trade	<p>10.1. Concept of international trade;</p> <p>1.1 Meaning,</p> <p>1.2 Advantages and disadvantages.</p> <p>10.2. International balance of payments.</p> <p>10.2.1. International Balance of trade.</p> <p>10.2.2. International Terms of trade.</p>	<ul style="list-style-type: none"> • Case studies • Practical • Written assessment • Demonstration • Projects • Group Discussion • Portfolio of evidence

Suggested delivery methods

- Demonstration
- Practical work by trainee
- Fieldwork and benchmarking
- Group discussions
- Case studies
- Role play

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
5.	Charts	<ul style="list-style-type: none"> • Flip Charts • Rules and Regulations 	5	1:6
6.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
7.	Smart board (Where Applicable)	LCD or projector	1	1:30
8.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	Learning Facilities & Infrastructure			
3.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
4.	Internet Connection	System	1	1:30
C	Consumable Materials			
3.	Markers	Whiteboard markers and permanent Markers	5	1:6
4.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6

D	Tools And Equipment			
4.	Desktops	Any model	30	1:1
5.	Printer	Inkjet, LaserJet	2	1:15
6.	Computers Software:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software 	1	1:1

References

- Organization operating procedures
- Industry/workplace codes of practice
- Cooperative societies act
- Sacco societies act
- Text books
- Cooperative society journals
- Magazines
- E-learning resources

CUSTOMER EXPERIENCE

UNIT CODE: 041455109A

TVET CDACC UNIT CODE: BUS/CU/MKT/CR/03/5/MA

Relationship to Occupational Standards:

This unit addresses the unit of competency: Manage customer experience

Duration of Unit: 120 hours

Unit Description

This unit specifies the competencies required to manage customer experience. It involves collecting consumer insights, determining engagement model, creating communication content, testing engagement content, evaluating customer experience, innovating and renovating consumer experience pipeline and preparing customer experience report.

S/NO.	LEARNING OUTCOMES	DURATION (Hrs.)
1	Collect customer insights	20
2	Determine engagement models	20
3	Test engagement content	20
4	Evaluate customer experience	20
5	Innovate and renovate customer experience pipeline	20
6	Prepare customer experience report	20
	TOTAL	120

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcomes	Content	Suggested Assessment Methods
1. Collect customer insights	1.1 Identifying target audience 1.2 Identifying channels of collecting customer insight information 1.3 Collecting and analysing historical data on customer behaviour 1.4 Identifying gaps in current trends 1.5 Preparing and sharing customer insight report 1.6 Incorporating Artificial Intelligence	<ul style="list-style-type: none"> • Observation • Written • Oral • Project • Case studies
2. Determine engagement model	2.1 Identifying purpose of engagement model 2.2 Identifying target audience 2.3 Determining engagement channels 2.4 Carrying out audience engagement 2.5 Evaluating engagement models	<ul style="list-style-type: none"> • Written • Project • Observation • Case studies
3. Test engagement content	3.1 Identifying target audience 3.2 Identifying communication channel 3.3 Rolling out content for audience engagement 3.4 Analysing audience responses	<ul style="list-style-type: none"> • Observation • Case studies • Project • Written • Oral

<p>4. Evaluate customer experience</p>	<p>4.1 Selecting target audience</p> <p>4.2 Determining customer experience to be measured</p> <p>4.3 Designing data collection channels</p> <p>4.4 Collecting and analysing data</p> <p>4.5 Identifying customer experience gaps</p> <p>4.6 Identifying and carrying out corrective measures</p> <p>4.6.1 Designing ways reducing carbon emissions from business operations</p> <p>4.7 Preparing customer experience report.</p>	<ul style="list-style-type: none"> • Observation • Project • Case studies • Written • Oral
<p>5. Innovate and renovate customer experience pipeline</p>	<p>5.1 Identifying target audience</p> <p>5.2 Collecting customer insight data</p> <p>5.3 Analysing competitor activity</p> <p>5.4 Identify customer satisfaction gaps</p> <p>5.5 Modifying existing processes</p> <p>5.6 Creating new processes</p> <p>5.6.1 Innovating eco-friendly packaging materials</p> <p>5.7 Creating prototype</p> <p>5.8 Launching new process</p>	<ul style="list-style-type: none"> • Observation • Written • Oral • Project • Case studies

6. Prepare customer experience report.	6.1 Collecting and analysing customer experience data 6.2 Compiling and sharing customer experience recommendations report 6.3 Monitoring and reviewing customer experience periodically	<ul style="list-style-type: none"> • Observation • Written • Oral • Project • Case studies
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Suggested Methods of Instruction

- Instructor led facilitation
- Demonstration by trainer
- Practical work by trainee
- Viewing videos
- Group discussions and presentations
- Field work and benchmarking

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
	Charts	<ul style="list-style-type: none"> • Flip Charts • Rules and Regulations 	5	1:6
	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
	Smart board (Where Applicable)	LCD or projector	1	1:30

	Whiteboard	Glass, melamine, porcelain	1	1:30
B	Learning Facilities & Infrastructure			
	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
	Internet Connection	System	1	1:30
C	Consumable Materials			
	Markers	Whiteboard markers and permanent Markers	5	1:6
	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	Tools And Equipment			
	Desktops	Any model	2	1:15
	Printer	Inkjet, LaserJet	2	1:15
	Computers Software:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software 	1	1:1

MARKETING COMMUNICATION ACTIVITIES

UNIT CODE: 041455410A

TVET CDACC UNIT CODE: BUS/CU/MKT/CR/04/5/MA

Relationship to Occupational Standards

This unit addresses the unit of competency: conduct marketing communication activities

Duration of Unit: 100 Hours

Unit Description

This unit addresses the competencies required to conduct marketing communication activities. It involves determining communication content, identifying brand essence, collecting consumer insight, designing communication content, carrying out marketing communication, analysing marketing communication feedback and preparing marketing communications activities report.

Summary of Learning Outcomes

Sr. No	Learning Outcomes	Duration
1	Determine Communication content	20
2	Identify brand Essence	10
3	Collect consumer insights	10
4	Design Communication content	15
5	Carry out marketing communication	15
6	Analyze marketing communication feedback	15
7	Prepare marketing communication activities report	15
	Total	100

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Determine Communication content	1.1. Define marketing communication 1.2. Consumer behaviour 1.2.1. Factors influencing consumer behaviour 1.2.2. Psychological processes of consumer behaviour 1.2.2.1. Motivation 1.2.2.2. Perception 1.2.2.3. Learning 1.2.2.4. Emotions 1.2.2.5. Memory 1.3. Buyer decision process 1.4. Business markets 1.4.1. Definition 1.4.2. Difference between business markets and consumer markets 1.4.3. Buying situations 1.4.4. Participants in business buying process 1.4.5. Stages in business buying process 1.5. Managing business to business customer relationship 1.5. Business environment	<ul style="list-style-type: none"> • Written Assessment • Observation • Oral questions • Third party report

Learning Outcome	Content	Suggested Assessment Methods
	1.6.Content of market communication 1.7.Survey 1.8.Types 1.9.Methods 1.10. Cons and pros	
2. Identify brand Essence	2.1. Brand 2.2.Characteristics of brand 2.3.Benefits of product brand	<ul style="list-style-type: none"> • Written Assessment • Observation • Oral questions • Third party report
3. Collect consumer insights	3.1.Consumer insights 3.2.Simple budgets 3.3.Methods of data collection 3.4.Methods of data analysis 3.5.Methods of data presentation	<ul style="list-style-type: none"> • Written Assessment • Observation • Oral questions • Third party report
4. Design Communication content	4.1.Tag line 4.2.Channels of communication 4.3.Content aesthetic 4.4.Marketing communication legal requirements	<ul style="list-style-type: none"> • Observation • Written Assessment • Oral questions • Third party report

Learning Outcome	Content	Suggested Assessment Methods
5. Conduct marketing communication	<p>5.1.Developing effective communication</p> <p>5.1.1. Identifying the target audience,</p> <p>5.1.2. Setting the communication objectives,</p> <p>5.1.3. Designing the communications,</p> <p>5.1.4. Selecting the communication channels,</p> <p>5.2.Establishing the total marketing communications budget</p> <p>5.3.Factors determining target audience</p> <p>5.4.Content of marketing communication</p> <p>5.5.</p> <p>5.6. Channels of communication</p> <p>5.6.1. Analyze different channels of communication</p>	<ul style="list-style-type: none"> • Observation • Written Assessment • Oral questions • Third party report

Learning Outcome	Content	Suggested Assessment Methods
	5.6.2. Pros and cons of different channels of communication	
6. Analyze marketing communication feedback	6.1.Methods of data analysis 6.2.Importance of analysing feedback 6.3.Methods of collecting marketing communication feedback 6.3.1. Ratings 6.3.2. Weighing positive and negative comments 6.4.Marketing communication procedures	<ul style="list-style-type: none"> • Observation • Written Assessment • Oral questions • Third party report
7. Prepare marketing communication activities report	7.1.Marketing communication 7.1.1. Communication process models 7.2.Characteristics of marketing communication 7.3.Objectives of marketing communication	<ul style="list-style-type: none"> • Observation • Written Assessment • Oral questions • Third party report

Suggested Methods of Instruction

- Project
- Demonstration by trainer
- Practice by the trainee

- Discussions
- Direct instruction
- Simulation
- On job training

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
21.	Charts	<ul style="list-style-type: none"> • Flip Charts • Rules and Regulations 	5	1:6
22.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
23.	Smart board (Where Applicable)	LCD or projector	1	1:30
24.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	Learning Facilities & Infrastructure			
11.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
12.	Internet Connection	System	1	1:30
C	Consumable Materials			
11.	Markers	Whiteboard markers and permanent Markers	5	1:6
12.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	Tools And Equipment			
16.	Desktops	Any model	30	1:1
17.	Printer	Inkjet, LaserJet	2	1:15

18.	Computers Software:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software 	1	1:1
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MODULE III

PRINCIPLES OF COMMERCIAL LAW

UNIT CODE: 0421 541 11A

TVET CDACC UNIT CODE: BUS/CU/MKT/CC/04/5/MA

UNIT DURATION: 80 hours

Relationship to occupational standards

This unit addresses the unit of competency: Apply Principles of Commercial law.

UNIT DESCRIPTION

This unit specifies the competencies required to apply principles of commercial law; It involves demonstrating an understanding of nature of law, Illustrating the structure of court system in Kenya, applying law of tort, law of contract, law of agency, law of sale of goods, hire purchase contracts, law of negotiable instruments, law of insurance and law of property.

Learning outcomes

S/ NO.	LEARNING OUTCOMES	DURATION
1	Demonstrate understanding of nature of law	6
2	Illustrate the structure of court system in Kenya	10
3	Apply law of Tort	8
4	Apply law of Contract	16
5	Apply law of Agency	6
6	Apply law of sale of goods	6
7	Apply hire purchase contracts	6
8	Apply law of negotiable instruments	6
9	Apply law of insurance	6
10	Apply law of property	10
	TOTAL	80

Learning Outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Demonstrate understanding of nature of law	1.1 Nature of law 1.2 Purpose of law 1.3 Sources of law in Kenya <ul style="list-style-type: none"> 1.3.1 Constitution 1.3.2 Legislation (Acts of parliament) 1.3.3 Judicial precedent 1.3.4 County assembly legislations 1.3.5 Statutes of general application 1.3.6 Common law 1.3.7 Equity 1.3.8 Islamic law 1.4 Classification of law in Kenya 1.5 Law and morality	<ul style="list-style-type: none"> • Written tests • Oral tests • Class presentations • Group discussion • Project • Portfolio of Evidence • Third-Party Report
2. Illustrate the structure of court system in Kenya	2.1 Court structure in Kenya 2.2 Kenyan courts <ul style="list-style-type: none"> 2.2.1 Supreme Court 2.2.2 Court of Appeal 2.2.3 High Court 2.2.4 Employment and Labor Relations Court 	<ul style="list-style-type: none"> • Written tests • Oral tests • Class presentations • Group discussion • Project

	<p>2.2.5 Environment and Land Court</p> <p>2.2.6 Magistrates Court</p> <p>2.2.7 Court Martial</p> <p>2.2.8 Kadhis' Court</p> <p>2.3 Jurisdiction of courts</p> <p>2.4 Administrative tribunals</p> <p>2.5 Licensing boards</p> <p>2.6 Components of the judicial service of Kenya</p>	<ul style="list-style-type: none"> • Portfolio of Evidence • Third-Party Report
3. Apply law of Tort	<p>3.1 Nature of tortious liability</p> <p>3.2 Tort, crime and breach of contract</p> <p>3.3 Capacity to sue/sued</p> <p>3.4 Types of torts</p> <p>3.4.1 Negligence</p> <p>3.4.2 Defamation</p> <p>3.4.3 Nuisance</p> <p>3.4.4 Trespass</p> <p>3.5 General defences</p> <p>3.6 Vicarious liability</p> <p>3.7 Strict liability</p> <p>3.8 Types of nuisances</p> <p>3.8.1 Public nuisance</p> <p>3.8.2 Private nuisance</p>	<ul style="list-style-type: none"> • Written tests • Oral tests • Class presentations • Group discussion • Project • Portfolio of Evidence • Third-Party Report
4. Apply law of Contract	<p>4.1 Essentials of a valid contract</p> <p>4.2 Types of contracts</p> <p>4.2.1 Express and implied contracts</p> <p>4.2.2 Unilateral and bilateral contracts</p>	<ul style="list-style-type: none"> • Written tests • Oral tests • Class presentations • Group discussion • Project

	<p>4.2.3 Valid, void and voidable contracts</p> <p>4.2.4 Specialty and simple contracts</p> <p>4.2.5 Contracts Uberrimae Fidei</p> <p>4.3 Methods of discharging contract</p> <p>4.4 Remedies of breach of contract</p> <p>4.5 The acceptance</p> <p>4.6 Consideration</p> <p>4.7 Contractual capacity</p> <p>4.8 Terms of contract</p> <p>4.9 Vitiating elements</p> <p>4.10 Breach of contract</p>	<ul style="list-style-type: none"> • Portfolio of Evidence • Third-Party Report
5. Apply law of Agency	<p>5.1 Meaning of agency</p> <p>5.2 Parties to an agency relationship</p> <p>5.3 Formation of agency</p> <p>5.4 Rights of agents</p> <p>5.5 Duties of agents</p> <p>5.6 Liability of an agent to third parties</p> <p>5.7 Undisclosed principal</p> <p>5.8 Classes of agents</p> <p>5.9 Termination of agency</p>	<ul style="list-style-type: none"> • Written tests • Oral tests • Class presentations • Group discussion • Project • Portfolio of Evidence • Third Party Report
6. Apply law of sale of goods	<p>6.1 Differences between sale and agreement to sell</p> <p>6.2 Capacity to buy and sell</p> <p>6.3 Terms of sale of goods</p> <p>6.3.1 Conditions</p>	<ul style="list-style-type: none"> • Written tests • Oral tests • Class presentations

	<p>6.3.2 Warranties</p> <p>6.4 Doctrine of caveat emptor</p> <p>6.5 Factors affecting transfer of titles</p> <p>6.6 Rights of parties</p> <p>6.7 The auction process</p>	<ul style="list-style-type: none"> • Group discussion • Project • Portfolio of Evidence • Third Party Report
7. Apply hire purchase contracts	<p>7.1 Nature of hire purchase</p> <p>7.2 Hire purchase agreement registration</p> <p>7.3 Conditions of terminating hire purchase agreement</p> <p>7.4 Completion of hire purchase agreement</p>	<ul style="list-style-type: none"> • Written tests • Oral tests • Class presentations • Group discussion • Project • Portfolio of Evidence • Third Party Report
8. Apply law of negotiable instruments	<p>8.1 Negotiable instruments</p> <p>8.1.1 Cheques</p> <p>8.1.2 Bill of exchange</p> <p>8.1.3 Promissory note</p> <p>8.2 Characteristics of negotiable instruments</p> <p>8.3 Distinction between negotiable instruments</p>	<ul style="list-style-type: none"> • Written tests • Oral tests • Class presentations • Group discussion • Project • Portfolio of Evidence • Third Party Report

9. Apply law of insurance	9.1 Insurance contracts 9.2 Insurance principles <ul style="list-style-type: none"> 9.2.1 Subrogation 9.2.2 Indemnity 9.2.3 Insurable interest 9.2.4 Utmost good faith 9.3 Insurance contracts formation 9.4 Insurance contracts discharge	<ul style="list-style-type: none"> • Written tests • Oral tests • Class presentations • Group discussion • Project • Portfolio of Evidence • Third Party Report
10. Apply law of property	10.1 Classification of property <ul style="list-style-type: none"> 10.1.1 Real and personal 10.1.2 Movable 10.1.3 Immovable 10.1.4 Tangible 10.1.5 Intangible 10.2 Determination of land interests 10.3 Intellectual property <ul style="list-style-type: none"> 10.3.1 Patents 10.3.2 Trademarks 10.3.3 Copyrights 10.3.4 Industrial designs 	<ul style="list-style-type: none"> • Written tests • Oral tests • Class presentations • Group discussion • Project • Portfolio of Evidence • Third Party Report

Suggested Methods of Instruction

- Direct Instruction
- Demonstration
- Practicals

- Projects
- Group Discussion

List of Recommended Resources for 30 trainees Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
1.	Charts	<ul style="list-style-type: none"> • Flip Charts • Rules and Regulations 	5	1:6
2.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
3.	Smart board (Where Applicable)	LCD or projector	1	1:30
4.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	Learning Facilities & Infrastructure			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
6.	Internet Connection	System	1	1:30
C	Consumable Materials			
7.	Markers	Whiteboard markers and permanent Markers	5	1:6
8.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	Tools And Equipment			
9.	Desktops	Any model	30	1:1
10.	Printer	Inkjet, LaserJet	2	1:15
11.	Computers Software:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software 	1	1:1

		•Google Workspace Account Antivirus Software		
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References

- Organization operating procedures
- Industry/workplace codes of practice
- Text books
- Magazines
- E-learning resources

MANAGEMENT SKILLS

UNIT CODE: 0413 441 12 A

TVET CDACC UNIT CODE: BUS/CU/MKT/CC/05/5/MA

UNIT DURATION: 100 hours

Relationship to occupational standards

This unit addresses the unit of competency: Apply Management Skills.

UNIT DESCRIPTION

This unit specifies the competencies required to demonstrate management skills. It involves applying context of management, management functions, leadership skills and managing group dynamics.

Learning outcomes

S/ NO	LEARNING OUTCOMES	DURATION (HRS)
1	Analyze context of management	25
2	Apply management functions	25
3	Demonstrate leadership skills	25
4	Analyze groups and teams	25
	TOTAL	100

Learning Outcomes, Content and Suggested Assessment Methods

Learning outcomes	Content	Suggested Assessment Methods
1. Apply context of management	1.1 Meaning of management 1.2 Importance of management 1.3 Management levels 1.4 Managerial skills 1.4.1 Interpersonal skills 1.4.2 Communication and motivation	<ul style="list-style-type: none">• Case studies• Written assessment• Oral assessment• Third-party report• Observation• Demonstration

	<p>1.4.3 Organization and delegation</p> <p>1.4.4 Mentoring</p> <p>1.4.5 Decision making</p> <p>1.5 Functions and Roles of Management</p> <p>1.6 Characteristics of Management</p> <p>1.7 Ethics and Integrity of Management</p> <p>1.8 Characteristics of a good manager</p> <p>1.9 Management principles</p> <p>1.10 Challenges of management</p> <p>1.11 Management as an art-science or profession</p> <p>1.12 Evolution of management.</p> <p>1.12.1 Classical era</p> <p>1.12.2 Behavioral are</p> <p>1.12.3 Modern era</p>	<ul style="list-style-type: none"> • Practicals • Projects • Group Discussion • Portfolio of evidence
2. Apply management functions	<p>2.1 planning functions</p> <p>2.2 Organizing functions</p> <p>2.1 Directing functions</p> <p>2.2 Staffing function</p> <p>2.2.1 Meaning and importance of staffing</p> <p>2.2.2 Manpower planning</p> <p>2.2.3 Recruitment and selection</p> <p>2.2.4 Training and induction</p> <p>2.2.5 Performance management.</p> <p>2.2.6 Compensation</p> <p>2.2.7 Separation</p>	<ul style="list-style-type: none"> • Case studies • Written assessment • Oral assessment • Third-party report • Observation • Demonstration • Practicals • Projects • Group Discussion • Portfolio of evidence

	<p>2.1 Controlling function</p> <p>2.5.1 Meaning and importance of controlling functions.</p> <p>2.5.2 Features of a good control system.</p> <p>2.5.3 The control processes.</p> <p>2.5.4 Budgetary control</p>	
3. Demonstrate leadership skills	<p>3.1 Theories of leadership</p> <p>3.1.1 Systems theory</p> <p>3.1.2 Contingency theory</p> <p>3.1.3 Classical theory</p> <p>3.1.4 Administration theory</p> <p>3.1.5 Bureaucratic theory</p> <p>3.1.6 Scientific theory</p> <p>3.1.7 Human relation theory</p> <p>3.2 Qualities of a leader</p> <p>3.3 Leadership styles</p> <p>3.3.1 Democratic theory</p> <p>3.3.2 Autocratic</p> <p>3.3.3 Laissez faire</p> <p>3.3.4 Transformational</p> <p>3.3.5 Transactional</p>	<ul style="list-style-type: none"> • Case studies • Written assessment • Oral assessment • Third-party report • Observation • Demonstration • Practicals • Projects • Group Discussion • Portfolio of evidence
4. Analyze groups and teams	<p>4.1 Purpose of groups and teams and formation</p> <p>4.2 Groups and teams' effectiveness analysis</p> <p>4.3 Groups and teams' formation</p>	<ul style="list-style-type: none"> • Case studies • Written assessment • Oral assessment • Third-party report • Observation • Demonstration • Practicals • Projects

		<ul style="list-style-type: none"> • Group Discussion • Portfolio of evidence
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Suggested Methods of Instruction

- Direct Instruction
- Demonstration
- Practicals
- Projects
- Group Discussion

List of Recommended Resources for 30 trainees Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
1.	Charts	<ul style="list-style-type: none"> • Flip Charts • Rules and Regulations 	5	1:6
2.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
3.	Smart board (Where Applicable)	LCD or projector	1	1:30
4.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	Learning Facilities & Infrastructure			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
6.	Internet Connection	System	1	1:30
C	Consumable Materials			

7.	Markers	Whiteboard markers and permanent Markers	5	1:6
8.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	Tools And Equipment			
9.	Desktops	Any model	30	1:1
10.	Printer	Inkjet, LaserJet	2	1:15
11.	Computers Software:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software 	1	1:1

References

- Organization operating procedures
- Industry/workplace codes of practice
- Text books
- Magazines
- E-learning resources

BUSINESS MATHEMATICS AND STATISTICS

UNIT CODE: 0588 541 13A

TVET CDACC UNIT CODE: BUS/CU/MKT/CC/06/5/MA

Relationship to Occupational Standards

This unit addresses the unit of competency: Carry Out Business Mathematics Statistics

Duration of Unit: 100 hours

Unit Description

This unit specifies the competencies required to apply business mathematics and statistics to solve business problems. It involves applying statistical equations, applying statistical matrices, working out commercial mathematics, carrying out elementary statistics, carrying out descriptive statistics, applying set theory, applying basic probability theory and using index numbers.

Summary of Learning Outcomes

S/NO	LEARNING OUTCOMES	DURATION (Hrs.)
1	Apply Statistical Equations	14
2	Apply Statistical Matrices	14
3	Work-Out Commercial Mathematics	18
4	Carry Out Elementary Statistics	11
5	Carry Out Descriptive Statistics	9
6	Apply Set Theory	9
7	Apply Basic Probability Theory	14
8	Use index numbers	7
	STOTAL	100

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply statistical equations	1.1 Linear equations; solving and graphs; 1.2 Quadratic equations; solving and graphs; 1.3 Differentiation; 1.4 Integration 1.5 Simultaneous equations; solving 1.6 Break-even analysis 1.7 Total revenue, total cost and profit equations; application of errors	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Interviewing • Project and report writing
2. Apply statistical matrices	2.1 Introduction: order, types 2.2 Addition, subtraction and multiplication 2.3 Determinants of 2x2 matrices 2.4 Inverses of 2x2 matrices 2.5 Application of matrices to business problems	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Interviewing • Project and report writing
3. Work out Commercial mathematics	3.1 Buying and selling; discounts, profit and loss, margins and mark-ups 3.2 Commissions and salaries; piece and hourly rates, gross and net pay, PAYE 3.3 Bills calculations; water and electricity 3.4 Simple and compound interest	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Interviewing • Project and report writing

	3.5 Depreciation and appreciation of assets 3.6 Hire purchase 3.7 Foreign currency exchange transactions	
4. Carry out Elementary statistics	4.1 Introduction: definitions and branches of statistics 4.2 Methods of data collection: 4.2.1 primary and secondary data 4.2.2 Sampling techniques 4.3 Presentation of data: 4.3.1 Tables 4.3.2 Diagrams: bar charts and pie charts 4.3.3 Graphs: basic time series graphs, Z-charts, Lorenz curves and semi log graphs 4.3.4 Frequency distribution tables 4.3.5 Histogram and frequency polygons 4.3.6 Cumulative frequency curve (ogive) and its application	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Interviewing • Project and report writing
5. Carry out Descriptive statistics	5.1 Measures of central tendency: 5.2 Mean: arithmetic mean, weighted arithmetic mean, geometric mean and harmonic mean	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report

	<p>5.3 Mode</p> <p>5.4 Median</p> <p>5.5 Measures of dispersion: range, quartile, deciles, percentiles, mean deviation, standard deviation and coefficient of variation</p> <p>5.6 Measures of skewness and kurtosis excluding computation of the coefficients</p>	<ul style="list-style-type: none"> • Interviewing • Project and report writing
6. Apply Set theory	<p>6.1 Introduction to set theory</p> <p>6.2 Types of sets: universal, empty/null, subsets, finite and infinite</p> <p>6.3 Operation of sets: unions, intersections, complements and set difference</p> <p>6.4 Venn diagrams</p>	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Interviewing • Project and report writing
7. Apply Basic probability theory	<p>7.1 Introduction to probability: definitions, events, outcomes, sample space</p> <p>7.2 Types of events: simple, compound, independent, mutually exclusive,</p> <p>7.3 Mutually inclusive, dependent events</p>	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Interviewing • Project and report writing

	<p>7.4 Rules of probability: additive and multiplicative rules</p> <p>7.5 Baye's Theorem</p> <p>7.6 Elementary probability trees</p>	
8. Use Index numbers	<p>8.1 Construction of index numbers</p> <p>8.2 Purpose of index numbers</p> <p>8.3 Simple index numbers; fixed base method and chain base method</p> <p>8.4 Consumer Price Index (CPI)</p> <p>8.5 Weighted index numbers; Laspeyre's, Paasche's, Fisher's ideal and</p> <p>8.6 Marshall- Edgeworth's methods (both price and quantity index numbers)</p> <p>8.7 Limitations of index numbers</p> <p>8.8 Emerging issues and trends</p>	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Interviewing • Project and report writing

Suggested Methods of Instruction

- Project
- Demonstration by trainer
- Practice by the trainee
- Discussions
- Direct instruction

- Case study
- Audio –visual aids

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
	Textbooks		5 pcs	1:6
	PowerPoint presentations	For trainer's use		
	Projector		1	1:30
	Whiteboard		1	1:30
	Report writing templates			
	Rolls flip charts		1	1;30
	Assorted color of whiteboard markers	For trainers Use		
B	Learning Facilities & infrastructure			
	Lecture/theory room		1	1:30
	Computer Laboratory		1	1:30
C	Consumable materials			
	Assorted whiteboard markers		30	1:1
	Internet connection		200 mbps	-
	Antivirus Software			-

	Printing Papers		Enough	-
	External storage media		1 tb	-
D	Tools and Equipment			
	Printers		2 pcs	2:30
	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace Account, Antivirus Software	30pcs	1:1
	Calculator		10	10:30

DIGITAL MARKETING

UNIT CODE: 041455114A

TVET CDACC UNIT CODE: BUS/CU/MKT/CC/06/5/MA

Relationship to Occupational Standards:

This unit addresses the unit of competency: Manage Digital Marketing

Duration of Unit: 100 hours

Unit Description

This unit specifies the competencies required to manage digital marketing. It involves determining digital marketing objectives, analyse digital marketing target audience, examine digital marketing channel and Collect Digital Marketing Feedback

SNO	LEARNING OUTCOMES	DURATION (Hrs.)
1	Determine Digital Marketing Objective	20
2	Analyze Digital Marketing Target Audience	30
3	Examine Digital Marketing Channel(S)	30
4	Collect Digital Marketing Feedback	20
	TOTAL	100

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcomes	Content	Suggested Assessment Methods
1. Determine marketing objectives	1.1 Conducting Product/service SWOT analysis 1.1.1 Embracing data archiving and deletion	<ul style="list-style-type: none">• Observation• Written• Oral• Project

	1.2 Determining current product/service positioning 1.3 Formulating strategy to market product/service 1.4 Formulating improvement plans to address identified weaknesses 1.5 Sharing strategy and improvement plan	<ul style="list-style-type: none"> • Case studies
2. Identify target audience	2.1 Assessing consumer trends 2.2 Specifying consumer geographical realities 2.3 Using online marketing tactics 2.4 Analysing trade landscape 2.5 Identifying trade channels	<ul style="list-style-type: none"> • Written • Project • Observation • Case studies
3. Identify digital marketing channel	3.1 Identifying available digital media 3.2 Defining goals for using digital marketing channels 3.3 Developing digital marketing budget 3.4 Identifying available personnel talent 3.5 Determining digital marketing channel to use	<ul style="list-style-type: none"> • Observation • Project • Written • oral • Case studies
4. Manage digital marketing content	4.1 Development of digital marketing policies 4.2 Developing content based on marketing policies 4.3 Assigning marketing roles and responsibilities 4.4 Maintaining and updating digital marketing information/ content	<ul style="list-style-type: none"> • Observation • Case studies • Project • Written • Oral

5. Monitor and evaluate digital marketing plans	5.1 Development of data collection and assessment tools 5.2 Conducting data collection and analysis 5.3 Identification of improvement measures for digital marketing strategy 5.4 Implementation of identified improvement measures	<ul style="list-style-type: none"> • Observation • Case studies • Project • Written • Oral
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Suggested Methods of Instruction

- Instructor led facilitation
- Demonstration by trainer
- Practical work by trainee
- Viewing videos
- Group discussions and presentations
- Field work and benchmarking

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
	Charts	<ul style="list-style-type: none"> • Flip Charts • Rules and Regulations 	5	1:6
	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
	Smart board (Where Applicable)	LCD or projector	1	1:30

	Whiteboard	Glass, melamine, porcelain	1	1:30
B	Learning Facilities & Infrastructure			
	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
	Internet Connection	System	1	1:30
C	Consumable Materials			
	Markers	Whiteboard markers and permanent Markers	5	1:6
	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	Tools And Equipment			
	Desktops	Any model	2	1:15
	Printer	Inkjet, LaserJet	2	1:15
	Computers Software:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software 	1	1:1

MARKET INNOVATIONS/RENOVATIONS

UNIT CODE:041455415A

TVET CDACC UNIT CODE: BUS/CU/MKT/CR/06/5/MA

Relationship to Occupational Standards

This unit addresses the unit of competency: conduct innovations/renovations

Duration of Unit: 120 Hours

Unit Description

This unit specifies the competencies required to conduct innovations/renovations. It involves conducting market assessment, creating prototype, conducting final product launch and post-launch evaluation.

Summary of learning outcomes

S.No	LEARNING OUTCOMES	DURATION (Hrs.)
1	Conduct Market Assessment	26
2	Create Product Prototype	30
3	Conduct Final Product Launching	30
4	Conduct Post Launch Evaluation	34
	Total	120

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Conduct market assessment	1.1.Types of competitions 1.2.Market needs 1.3.Factors determining target audience	<ul style="list-style-type: none">• Written Assessment• Observation

Learning Outcome	Content	Suggested Assessment Methods
		<ul style="list-style-type: none"> • Oral questions • Third party report
2. Create prototype	2.1.New product development 2.2. Prototype 2.2.1. Product 2.2.2. Service 2.2.3. Process 2.3.Sources of prototype ideas/views 2.4.Product life cycle stages 2.5.Product Life-Cycle Marketing 2.6.Strategies 2.7.Ways of assessing feedback	<ul style="list-style-type: none"> • Written Assessment • Observation • Oral questions • Third party report
3. Conduct final product launching	3.1.Roll out plan 3.2.Simple budget 3.3.Product testing	<ul style="list-style-type: none"> • Observation • Written Assessment • Oral questions • Third party report
4. Conduct post-launch evaluation	4.1.Methods of obtaining product feedback	<ul style="list-style-type: none"> • Observation

Learning Outcome	Content	Suggested Assessment Methods
	4.2.Methods of renovating products	<ul style="list-style-type: none"> • Written Assessment • Oral questions • Third party report

Suggested Methods of Instruction

- Project
- Demonstration by trainer
- Practice by the trainee
- Discussions
- Direct instruction
- Simulation
- On job training

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
25.	Charts	<ul style="list-style-type: none"> • Flip Charts • Rules and Regulations 	5	1:6
26.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6

27.	Smart board (Where Applicable)	LCD or projector	1	1:30
28.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	Learning Facilities & Infrastructure			
13.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
14.	Internet Connection	System	1	1:30
C	Consumable Materials			
13.	Markers	Whiteboard markers and permanent Markers	5	1:6
14.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	Tools And Equipment			
19.	Desktops	Any model	30	1:1
20.	Printer	Inkjet, LaserJet	2	1:15
21.	Computers Software:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software 	1	1:1