



**REPUBLIC OF KENYA**

**COMPETENCY BASED MODULAR CURRICULUM**

**FOR**

**BUSINESS MANAGEMENT**

**KNQF LEVEL 5**

**(CYCLE 3)**

**PROGRAMME CODE: 0413 454A**



**TVET CDACC**  
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**NAIROBI**

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## **FOREWORD**

Provision of quality education and training is fundamental to the Government's overall strategy for socio-economic development. Quality education and training contribute to achievement focused on Kenya's development blueprint and sustainable development goals.

Reforms in the education and training sector are necessary for achievement of Kenya Vision 2030 and meeting the provisions the Constitution of Kenya. The education sector had to be aligned to the Constitution and this resulted in formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 1 of 2019). A key feature of this policy is the 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 mode of delivery that allows for multiple entry and exit in TVET programs.

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.

It is my conviction that this curriculum will play a great role towards development of competent business manager for the business management sector's growth and sustainable development.

**PRINCIPAL SECRETARY**  
**STATE DEPARTMENT FOR TVET**  
**MINISTRY OF EDUCATION**

## **PREFACE**

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya, 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 Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualification Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee's achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, TVET institutions, NSSC, expert workers and all those who participated in the development of this curriculum.

**CHAIRMAN  
TVET CDACC**

## **ACKNOWLEDGMENT**

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 was received from industry and various organizations.

I appreciate National Sector Skills Committee who enabled the development of this curriculum. I recognize with appreciation the role of the SSC in ensuring that competencies required by the industry are addressed in this curriculum.

I also thank all stakeholders in the Construction sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that professionals in business management sector sector will acquire competencies that will enable them perform their work more efficiently.

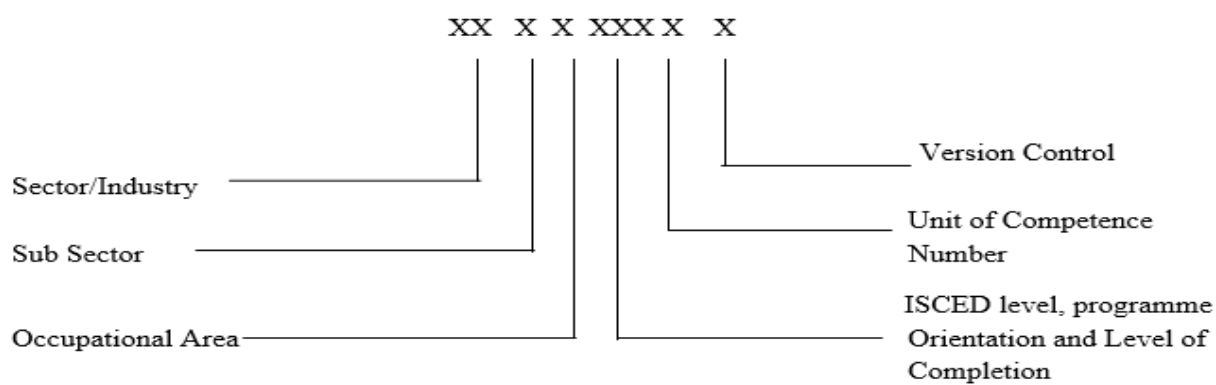
**COUNCIL SECRETARY/CEO**

**TVET CDACC**

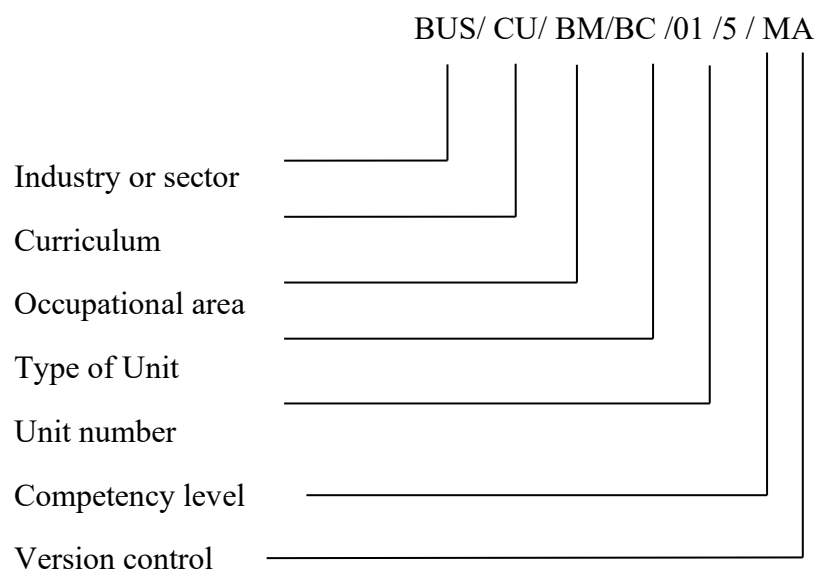
## **ABBREVIATIONS AND ACRONYMS**

CBET	Competency Based Education and Training
CPU	Central Processing Unit
CRM	Customer Relationship Management
ERP	Enterprise Resource Planning
HR	Hours
ICT	Information Communication Technology
ISO	International Standards Organization
PESTEL	Political Environmental Social Technological Economic Legal
PR	Public Relations
QMS	Quality Management System
SOP	Standard Operating Procedure
SWOT	Strength Weakness Opportunity Threat
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority

## KEY TO ISCED UNIT CODE



## KEY TO TVET CDACC UNIT CODE



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## COURSE OVERVIEW

Business Management Level 5 qualification consists of competencies that an individual must achieve to enable him/her to provide business management services. It comprises of sales activities, purchasing skills, staffing activities and administrative assistant duties.

The qualification consists of three modules:

### SUMMARY OF UNITS OF COMPETENCY

<b>MODULE I</b>				
<b>ISCED Unit Code</b>	<b>TVET CDACC Unit Code</b>	<b>Unit Title</b>	<b>Unit Duration (Hours)</b>	<b>Credit Factor</b>
0031 451 05A	BUS/CU/BM/CC/01/5/MA	Business Communication	80	8
0417 451 02A	BUS/CU/BM/BC/03/5/MA	Work Ethics and Practices	40	4
0411 451 04A	BUS/CU/BM/CC/02/5/MA	Financial Accounting Skills	120	12
0413 451 12A	BUS/CU/BM/CR/01/5/MA	Sales Activities	120	12
<b>MODULE II</b>				
0611 451 01A	BUS/CU/BM/BC/01/5/MA	Digital Literacy	40	4
0413 451 03A	BUS/CU/BM/BC/04/5/MA	Entrepreneurial Skills	40	4
0311 451 08A	BUS/CU/BM/CC/03/5/MA	Economics Skills	200	20
0413 551 08A	BUS/CU/BM/CR/02/5/MA	Purchasing Skills	100	10
<b>MODULE III</b>				
0421 451 06A	BUS/CU/BM/CC/04/5/MA	Commercial Law	110	11
0413 451 07A	BUS/CU/BM/CC/05/5/MA	Management Skills	100	10
0588 541 09A	BUS/CU/BM/CC/06/5/MA	Business Mathematics and Statistics	80	8
0413 451 13A	BUS/CU/BM/CR/03/5/MA	Staffing Activities	100	10

0413 451 14A	BUS/CU/BM/CR/04/5/MA	Administrative Assistant Duties	120	12
<b>Sub Total</b>			<b>1250</b>	<b>125</b>
<b>Industrial Training</b>			<b>480</b>	<b>48</b>
<b>Grand Total</b>			<b>1730</b>	<b>173</b>

### **Entry Requirements**

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

- a) Kenya Certificate of Secondary Education (K.C.S.E.) with a minimum mean grade of D (plain)
- OR
- b) Business management or related level 4 certificate
- OR
- c) Equivalent KNQF level 4 qualification as determined by TVETA.

### **Credit Accumulation, Transfer and Exemptions**

TVET CDACC credit accumulation and transfer will apply

### **Trainer qualifications**

Qualifications of a trainer for this course include:

- i) Possession of a higher qualification than Business Management level 5 or in related trade area; and
- ii) Licensed by TVETA

### **Industry Placement/Training**

An individual enrolled in this course will be required to undergo Industrial attachment for a minimum period of 480 hours in a business enterprise.

### **Assessment**

The course shall be assessed formatively and summatively:

- a) During formative assessment all performance criteria shall be assessed based on performance criteria weighting.

- b) Summative assessment shall focus more on critical aspects of the Unit of competency.
- c) During summative assessment basic and common units shall be integrated or assessed concurrently with the core units.
- d) Formative and summative assessment weights shall constitute 60% and 40% of the overall score respectively.
- e) Theory and practical weight shall be 30:70 respectively for each unit of learning;
- f) 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 50% 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.
- g) 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

- h) 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 Business Management Level 5, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. Statement of Attainment certificate may be issued upon demonstration of competence in a 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/BM/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**

<b>S/No</b>	<b>ELEMENTS</b>	<b>DURATION (HRS)</b>
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
<b>SUB TOTAL</b>		<b>80</b>

## 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"> <li>• Written tests</li> <li>• Projects</li> <li>• Third party report</li> <li>• Portfolio of Evidence</li> <li>• Practicals</li> </ul>
2. Implement types of communication	2.1 Written Communication <ul style="list-style-type: none"> <li>2.1.1. Types of written communication</li> <li>2.1.2. Elements of communication</li> <li>2.1.3. Organization requirements for written communication</li> </ul> 2.2 Non- Verbal <ul style="list-style-type: none"> <li>2.2.1. Utilize body language and Gestures</li> <li>2.2.2. Apply body posture</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Projects</li> <li>• Third party report</li> <li>• Portfolio of Evidence</li> <li>• Practicals</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.2.3. Apply workplace dressing code</p> <p>2.3 Oral Communication</p> <p>2.1.1. Types of oral communication pathways</p> <p>2.1.2. Effective questioning techniques</p> <p>2.1.3. Interviews</p> <p>2.1.4. Workplace etiquette</p> <p>2.1.5. Active listening</p>	
3. Implement service charter	<p>3.1 Introduction to service charter</p> <p>3.2 Importance of service charter</p> <p>3.3 Correspondence responses</p> <p>3.4 Retrieval of records.</p>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Projects</li> <li>• Third party report</li> <li>• Portfolio of Evidence</li> <li>• Practicals</li> </ul>
4. Safeguarding confidentiality of information	<p>4.1 Introduction to information confidentiality</p> <p>4.2 Physical securing of records and correspondences</p> <p>4.3 Monitoring of records and correspondences</p> <p>4.4 Methods of securing information</p> <p>4.5 Sensitisation of employees in safeguarding communication confidentiality</p>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Projects</li> <li>• Third party report</li> <li>• Portfolio of Evidence</li> <li>• Practicals</li> </ul>



Learning Outcome	Content	Suggested Assessment Methods
	4.6 Tracing of records and correspondences	
5. Coordinate communication on social media platforms	5.1 social media requirements. 5.2 social media policies and procedures 5.3 Social media platforms. 5.4 Social media content sourcing 5.5 Customer Interaction on Social Media 5.6 Updating social media accounts. 5.7 Adherence to legal and ethical practices 5.8 social media monitoring tools. 5.8.1. Twitter counter 5.8.2. Hootsuite 5.8.3. Klout 5.8.4. Buzzlogix 5.8.5. Digimind 5.9 Social media engagement report implementation	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Projects</li> <li>• Third party report</li> <li>• Portfolio of Evidence</li> <li>• Practicals</li> </ul>
6. Prepare work place meetings	6.1 Introduction to minute taking 6.2 Types of meetings 6.3 Structure of meetings 6.3.1. Notice 6.3.2. Agenda 6.3.3. Preparation of other relevant documents	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Projects</li> <li>• Third party report</li> <li>• Portfolio of Evidence</li> <li>• Practicals</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	6.3.4. Minute formats	
7. Prepare workplace report	<p>7.1 Introduction to report writing</p> <p>7.1.1. Definition</p> <p>7.1.2. Principles e.g. conciseness, clarity etc</p> <p>7.2 Importance of reports</p> <p>7.3 Forms and types of reports</p> <p>7.3.1. Oral reports</p> <p>7.3.2. Written reports</p> <p>7.3.3. Recorded etc</p> <p>7.4 Reports formats</p> <p>7.4.1. Letter format</p> <p>7.4.2. Memo format</p> <p>7.5 Reports preparation</p>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Projects</li> <li>• Third party report</li> <li>• Portfolio of Evidence</li> <li>• Practicals</li> </ul>

### **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
- Printer

## WORK ETHICS AND PRACTICES

**UNIT CODE:** 0417 441 02A

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

**Duration of Unit:** 40 hours

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply Work Ethics and Practices.

### 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	5
2	Promote ethical work practices and values	4
3	Promote Team work	8
4	Maintain professional and personal development	5
5	Apply Problem solving skills	11
6	Promote Customer Care	7
<b>SUB TOTAL</b>		<b>40</b>

## 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"> <li>● Written assessment</li> <li>● Oral assessment</li> <li>● Third party reports</li> <li>● Portfolio of evidence</li> <li>● Project</li> <li>● Practical</li> </ul>
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"> <li>● Written assessment</li> <li>● Oral assessment</li> <li>● Third party reports</li> <li>● Project</li> <li>● Practical</li> </ul>
3. Promote Teamwork	3.1 Teams 3.1.1. Small work group 3.1.2. Staff in a section/department	<ul style="list-style-type: none"> <li>● Written assessment</li> <li>● Oral assessment</li> <li>● Third party reports</li> <li>● Project</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	<p>3.1.3. Inter-agency group</p> <p>3.1.4. Virtual teams</p> <p>3.2 Determination of team roles and objectives.</p> <p>3.3 Team activities</p> <p>3.4 Team performance and evaluation</p> <p>3.5 Conflicts and conflict resolution</p> <p>3.5.1. Interpersonal Conflict.</p> <p>3.5.2. Intrapersonal Conflict.</p> <p>3.5.3. Intergroup Conflict.</p> <p>3.5.4. Intragroup Conflict.</p> <p>3.6 Gender and diversity mainstreaming</p> <p>3.7 Healthy workplace relationships</p> <p>3.7.1. Man/Woman</p> <p>3.7.2. Trainer/trainee</p> <p>3.7.3. Employee/employer</p> <p>3.7.4. Client/service provider</p> <p>3.7.5. Husband/wife</p> <p>3.7.6. Boy/girl</p> <p>3.7.7. Parent/child</p> <p>3.7.8. Sibling relationships</p>	<ul style="list-style-type: none"> <li>● Practical</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	3.8 Adaptability and flexibility	
4. Maintain professional and personal development	<p>4.1 Personal growth and development</p> <p>4.1.1. Growth in the job</p> <p>4.1.2. Career mobility</p> <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>	<ul style="list-style-type: none"> <li>● Written assessment</li> <li>● Third party reports</li> <li>● Project</li> <li>● Practical</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	<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>	
5. Apply Problem-solving skills	<p>5.1 Creative, innovative</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"> <li>● Written assessment</li> <li>● Third party reports</li> <li>● Project</li> <li>● Practical</li> </ul>
6. Promote Customer Care	<p>6.1 Identifying customer needs</p> <p>6.2 Customer feedback methods</p>	<ul style="list-style-type: none"> <li>● Written assessment</li> <li>● Third party reports</li> </ul>



Learning Outcome	Content	Suggested Assessment Methods
	6.2.2 Verbal 6.2.3 Written 6.2.4 Informal 6.2.5 Formal 6.3 Resolving customer concerns 6.4 Customer outreach programs 6.5 Customer retention	<ul style="list-style-type: none"> <li>• Project</li> <li>• Practical</li> </ul>

#### 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)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"> <li>• Flip Charts</li> </ul>	5	1:6

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

## References

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

## FINANCIAL ACCOUNTING SKILLS

**UNIT CODE:** 0411 451 03A

**TVET CDACC UNIT CODE:** BUS/CU/BM/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
<b>SUB TOTAL</b>		<b>120</b>

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

	3.2 ledger accounts identification 3.3 Posting of transactions to ledgers 3.4 Balancing off ledger accounts 3.5 Trial Balance 3.6 Preparation of Trial Balance	<ul style="list-style-type: none"> <li>• Third party reports</li> <li>• Written tests</li> </ul>
4. Prepare cash books	4.1 Cash books 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 4.4.1 Cash discounts 4.4.2 Trade discounts 4.4.3 Quantity discounts	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> <li>• Written tests</li> </ul>
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	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> </ul>

	<p>5.5 Reported gross/net profit</p> <p>5.6 The final statement of financial position</p>	<ul style="list-style-type: none"> <li>• Written tests</li> </ul>
6. Prepare bank reconciliation statements	<p>6.1 Cash book and bank statement balance discrepancies:</p> <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"> <li>• Practical</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> <li>• Written tests</li> </ul>
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"> <li>• Practical</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> <li>• Written tests</li> </ul>

8. Maintain receivables and payables ledgers	8.1.Bad debts written off 8.2.Provision for bad debts 8.3.Adjusting receivable balances 8.4.Adjusting Payable balances 8.5.Control accounts: 8.5.1. Sales ledger control account 8.5.2. Purchases ledger control account	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> <li>• Written tests</li> </ul>
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"> <li>• Practical</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> <li>• Written tests</li> </ul>

### 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)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"> <li>Flip Charts</li> <li>Rules and Regulations</li> </ul>	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>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
2.	Internet Connection	System	1	1:30
<b>C</b>	<b>Consumable Materials</b>			
1.	Markers	Whiteboard markers and permanent Markers	5	1:6
2.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
<b>D</b>	<b>Tools And Equipment</b>			
1.	Desktops	Any model	30	1:1
2.	Printer	Inkjet, LaserJet	2	1:15
3.	Computers Software:	•Windows/Linux/Macintosh Operating System	1	1:1

		<ul style="list-style-type: none"> <li>•Microsoft Office Software</li> <li>•Google Workspace Account</li> <li>Antivirus Software</li> </ul>		
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## References

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

## SALES ACTIVITIES

**UNIT CODE:** 0413 451 04A

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

**Duration of Unit:** 120 HOURS

### Relationship to Occupational Standards

This unit addresses the unit of competence: Perform Sales Activities.

### UNIT DESCRIPTION

This unit covers the competencies required by a management assistant to perform sales activities. It includes carrying out sales promotion, responding to customers' queries, maintaining sales records.

### Summary of Learning Outcomes

S/No.	Learning Outcome	DURATION (HRS)
1	Carry out sales promotion	40
2	Respond to customer queries	40
3	Maintain sales records	40
	<b>Total</b>	120

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Carry out sales promotion	Promotional materials preparation 1.1.1 Brochure 1.1.2 Posters 1.1.3 Flyers 1.2 Free sample distribution 1.3 Personal selling 1.4 Product knowledge and information 1.5 Sales environment 1.6 Sales planning	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral tests</li><li>• Group discussions and presentations</li><li>• Role-playing</li><li>• Portfolio of Evidence</li></ul>

	1.7 Sales promotional mix	<ul style="list-style-type: none"> <li>• Third-Party Report</li> </ul>
2. Respond to customer queries	2.1 Customer details <ul style="list-style-type: none"> <li>2.1.1 Name</li> <li>2.1.2 Demographic information</li> <li>2.1.3 Purchase information</li> </ul> 2.2 Recording customer complains 2.3 Customer complaints feedback 2.4 Types of Complaints <ul style="list-style-type: none"> <li>2.4.1 Long wait on call</li> <li>2.4.2 Unavailable or out-of-stock product</li> <li>2.4.3 Uninterested service rep</li> <li>2.4.4 Poor product or services</li> <li>2.4.5 No first-call resolution</li> <li>2.4.6 Lack of follow-up</li> <li>2.4.7 New product feature request</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Group discussions and presentations</li> <li>• Role-playing</li> <li>• Portfolio of Evidence</li> <li>• Third-Party Report</li> </ul>
3. Maintain sales records	3.1 classification of Sales records 3.2 Sales recording systems (databases) 3.3 Preparation of Sales records 3.4 Sales Records <ul style="list-style-type: none"> <li>3.4.1. invoices,</li> <li>3.4.2. receipts</li> </ul> 3.5 Managing sales accounts 3.6 Sales reports	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Group discussions and presentations</li> <li>• Role-playing</li> <li>• Portfolio of Evidence</li> <li>• Third-Party Report</li> </ul>

	3.7 Customer Relationship Management (CRM)	
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### **Suggested Methods of Instruction**

- Direct Instruction
- Demonstration
- Practicals
- Group Discussion
- Assignments

### **Recommended Resources for 30 Trainee**

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"> <li>• Flip Charts</li> <li>• Rules and Regulations</li> </ul>	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>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
6.	Internet Connection	System	1	1:30
<b>C</b>	<b>Consumable Materials</b>			
7.	Markers	Whiteboard markers and permanent Markers	5	1:6
8.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
<b>D</b>	<b>Tools And Equipment</b>			
9.	Desktops	Any model	30	1:1
10.	Printer	Inkjet, LaserJet	2	1:15
11.	Computers Software:	<ul style="list-style-type: none"> <li>•Windows/Linux/Macintosh Operating System</li> <li>•Microsoft Office Software</li> </ul>	1	1:1

		•Google Workspace Account Antivirus Software		
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## References

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

## **MODULE II**



## DIGITAL LITERACY

**UNIT CODE:** 0611 441 05A

**TVET CDACC UNIT CODE:** BUS/CU/BM/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
<b>TOTAL</b>		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 &amp; 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"> <li>• Portfolio of evidence</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Practical assessment</li> </ul>

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"> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Practical assessment</li> <li>• Oral assessment</li> </ul>

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>	

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.16 Graphical objects</p> <p>2.16.1 Insert object (picture, drawn object)</p> <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 &amp; 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>2.22.1 Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.</p> <p>2.22.2 Worksheet printing</p> <p>2.22.3 Electronic Presentations</p> <p>2.23 Meaning and Importance of electronic presentations</p> <p>2.24 Examples of Presentation Software</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.25 Using the electronic presentation application</p> <p>2.26 Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).</p> <p>2.27 Open and close presentations</p> <p>2.28 Creating Slides (Insert new slides, duplicate, or reuse slides.)</p> <p>2.29 Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).</p> <p>2.30 Use magnification/zoom tools</p> <p>2.31 Apply or change a theme.</p> <p>2.32 Save a presentations</p> <p>2.33 Switch between open presentations</p> <p>2.34 Developing a presentation</p> <p>2.34.1 Presentation views</p> <p>2.34.2 Slides</p> <p>2.34.3 Master slide</p> <p>2.35 Text</p> <p>2.36 Editing text</p> <p>2.37 Formatting</p> <p>2.38 Tables</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.38.1 Charts</p> <p>2.39 Using charts</p> <p>2.40 Organization charts</p> <p>2.40.1 Graphical objects</p> <p>2.41 Insert, manipulate</p> <p>2.42 Drawings</p> <p>2.42.1 Prepare outputs</p> <p>2.43 Applying slide effects and transitions</p> <p>2.44 Check and deliver</p> <p>2.44.1 Spell check a presentation</p> <p>2.44.2 Slide orientation</p> <p>2.44.3 Slide shows, navigation</p> <p>2.45 Print presentations (slides and handouts)</p>	
<p>3. Manage Data and Information</p>	<p>3.1 Meaning of Data and information</p> <p>3.2 Importance and Uses of data and information</p> <p>3.3 Types of internet services</p> <p>3.4 Communication Services</p> <p>3.5 Information Retrieval Services</p> <p>3.6 File Transfer</p> <p>3.7 World Wide Web Services</p> <p>3.8 Web Services</p>	<ul style="list-style-type: none"> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Practical assessment</li> <li>• Oral assessment</li> </ul>



Learning Outcome	Content	Suggested Assessment Methods
	<p>3.9 Automatic Network Address Configuration</p> <p>3.9.1 New group</p> <p>3.9.2 Ecommerce</p> <p>3.10 Types of Internet Access Applications</p> <p>3.11 Web browsing concepts</p> <p>3.12 Key concepts</p> <p>3.13 Security and safety</p> <p>3.14 Web browsing</p> <p>3.15 Using the web browser</p> <p>3.16 Tools and settings</p> <p>3.17 Clearing Cache and cookies</p> <p>3.18 URIs</p> <p>3.19 Bookmarks</p> <p>3.20 Web outputs</p> <p>3.21 Web based information</p> <p>3.22 Search</p> <p>3.23 Critical evaluation of information</p> <p>3.24 Copyright, data protection</p> <p>3.25 Downloads Management</p> <p>3.26 Performing Digital Data Backup (Online and Offline)</p> <p>3.27 Emerging issues in internet</p>	

Learning Outcome	Content	Suggested Assessment Methods
4. Perform online communication and collaboration	<p>4.1 Netiquette principles</p> <p>4.2 Using email</p> <p>4.2.1 Sending email</p> <p>4.2.2 Receiving email</p> <p>4.2.3 Tools and settings</p> <p>4.2.4 Organizing email</p> <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 &amp; 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 &amp; 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>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party reports</li> <li>• Written tests</li> <li>• Oral questions</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	4.6.1 Key concepts 4.6.2 Using mobile devices 4.6.3 Applications 4.6.4 Synchronization	
5. Apply cybersecurity skills	5.1 Data protection and privacy 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 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 5.4.1 Physical Controls 5.4.2 Technical/Logical Controls (Passwords, Pins, Biometrics)	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party reports</li> <li>• Written tests</li> <li>• Oral questions</li> </ul>

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
	5.4.3 Operational Controls 5.5 Laws governing protection of ICT in Kenya 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"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party reports</li> <li>• Written tests</li> <li>• Oral questions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	<p>7.2.3 What to include in a CV</p> <p>7.2.4 Format of CV</p> <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"> <li>• Portfolio of evidence</li> <li>• Third party reports</li> <li>• Written tests</li> <li>• Oral questions</li> </ul>

### 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)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"><li>• Flip Charts</li><li>• Rules and Regulations</li></ul>	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>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
6.	Internet Connection	System	1	1:30
<b>C</b>	<b>Consumable Materials</b>			
7.	Markers	Whiteboard markers and permanent Markers	5	1:6
8.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6

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

## References

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

## ENTREPRENEURIAL SKILLS

**UNIT CODE:** 0413 441 06A

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

**Duration of unit:** 40 hours

### Relationship to occupational standards

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

### 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	5
2.	Apply entrepreneurial concept	7
3.	Identify entrepreneurial opportunities	6
4.	Apply business legal aspects	7
5.	Innovate Business strategies	7
6.	Develop Business Plan	8
<b>SUB-TOTAL</b>		<b>40</b>



## Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply financial literacy	<p>1.1 Sources of personal and business <i>funds</i></p> <p>1.1.1. Salary/Wages</p> <p>1.1.2. Investments</p> <p>1.1.3. Savings</p> <p>1.1.4. Inheritance</p> <p>1.1.5. Government Benefits</p> <p>1.1.6. Equity Financing</p> <p>1.1.7. Debt Financing,</p> <p>1.1.8. Personal Savings/Investment</p> <p>1.1.9. Retained Earnings</p> <p>1.1.10. Grants and Subsidies</p> <p>1.1.11. Crowdfunding</p> <p>1.1.12. supplier Credit:</p> <p>1.1.13. Leasing and Asset Financing:</p> <p>1.2 Personal finance management</p> <p>1.3 Saving management</p> <p>1.4 Debt management</p> <p>1.5 Investment decisions</p> <p>1.6 Insurance services</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party report</li> <li>• Interviews</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
2. Apply entrepreneurial concept	<p>2.1 Difference between Entrepreneurs and Business persons</p> <p>2.2 Types of entrepreneurs</p> <p>2.2.1 Innovators</p> <p>2.2.2 Imitators</p> <p>2.2.3 Craft</p> <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>1. Observation</p> <p>2. Project</p> <p>3. Written assessment</p> <p>4. Oral assessment</p> <p>5. Third party report</p>

Learning Outcome	Content	Suggested Assessment Methods
	2.7 Roles of an Entrepreneur in an enterprise 2.8 Contributions of Entrepreneurship	
3. Identify entrepreneurship opportunities	3.1 Sources of business ideas 3.2 Factors to consider when evaluating business opportunity 3.3 Entrepreneurial opportunities 3.4 Generation of Business ideas and opportunities 3.5 Business life cycle	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party report</li> </ul>
4. Apply business legal aspects	4.1 Forms of business ownership <ul style="list-style-type: none"> <li>4.1.1. Sole proprietorship</li> <li>4.1.2. Partnership</li> <li>4.1.3. Limited companies</li> <li>4.1.4. Cooperatives</li> </ul> 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"> <li>• Observation</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party report</li> </ul>
5. Innovate business Strategies	5.1 business Innovative strategies 5.2 Creativity in business 5.3 Business innovation	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	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"> <li>• Third party report</li> </ul>
6.Develop Business Plan	5.4.Business idea 5.5.Business description 5.6.Marketing plan 5.7.Organizational/Management plan 5.8.Production/operation plan 5.9.Financial plan 5.10. Executive summary 5.11. Business plan presentation 5.12. Business idea incubation	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written assessment</li> <li>• Project</li> <li>• Oral assessment</li> <li>• Third party report</li> </ul>

### 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)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"><li>• Flip Charts</li><li>• Rules and Regulations</li></ul>	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>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
6.	Internet Connection	System	1	1:30
<b>C</b>	<b>Consumable Materials</b>			
7.	Markers	Whiteboard markers and permanent Markers	5	1:6

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

## References

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

## ECONOMICS SKILLS

**UNIT CODE:** 0311 441 07A

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

**Duration of unit:** 200 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 behavior theory, production theory, cost theory, understanding market structures, inflation and unemployment, money and banking, National income and international trade.

### Learning outcomes

S/NO	LEARNING OUTCOMES	DURATION
1.	Apply fundamental economic concepts.	18
2.	Apply demand and Supply in market analysis	20
3.	Apply consumer behavior theory	20
4.	Apply production theory	20
5.	Apply costs theory	20
6.	Differentiate market structures	20
7.	Determine national income	20
8.	Understand Money and Banking	20
9.	Determine Inflation and unemployment	18
10.	Understand International trade	24
<b>SUB-TOTAL</b>		<b>200</b>

## Learning Outcomes, Content and Suggested Assessment Methods

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



		<ul style="list-style-type: none"> <li>• Portfolio of evidence</li> </ul>
3. Apply consumer behaviour theory	3.1 Consumer behaviour approaches. 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"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third-party report</li> <li>• Observation</li> <li>• Demonstration</li> <li>• Projects</li> <li>• Group Discussion</li> <li>• Portfolio of evidence</li> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Demonstration</li> <li>• Projects</li> <li>• Portfolio of evidence</li> </ul>
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	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Demonstration</li> <li>• Projects</li> <li>• Group Discussion</li> <li>• Portfolio of evidence</li> </ul>

	<p>run production period</p> <p>4.5 Direct and Indirect Production</p> <p>4.6 Merits and demerits of direct and indirect production</p> <p>4.7 Division of labour and specialization.</p>	
5 Apply cost theory	<p>5.1 Classification of production costs</p> <p>5.1.1 Fixed costs</p> <p>5.1.2 Variable costs</p> <p>5.1.3 Total cost</p> <p>5.1.4 Opportunity costs</p> <p>5.1.5 Marginal cost</p> <p>5.2 short run costs analysis</p> <p>5.3 long run costs analysis</p> <p>5.4 Cost curves analysis.</p> <p>5.5 Optimal size of the firm.</p> <p>5.5.1 Economies of scale.</p>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Demonstration</li> <li>• Projects</li> <li>• Group Discussion</li> <li>• Portfolio of evidence</li> </ul>

<p>6 Differentiate market Structures</p>	<p>6.1 Market structures determination</p> <p>1.1.14. Monopoly</p> <p>1.1.15. Perfect competition</p> <p>1.1.16. Monopolistic competition</p> <p>1.1.17. Oligopoly</p> <p>1.1.18. Duopoly</p> <p>6.2 Market output</p> <p>6.3 Market Prices.</p> <p>6.4 Market structures selection</p> <p>6.4.1 Perfect competition</p> <p>6.4.2 Monopoly</p> <p>6.4.3 Monopolistic</p> <p>6.4.4 Oligopoly</p> <p>6.4.5 Duopoly</p>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Demonstration</li> <li>• Projects</li> <li>• Group Discussion</li> <li>• Portfolio of evidence</li> </ul>
<p>7. Determine national income</p>	<p>7.1 Concept of national 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>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Demonstration</li> <li>• Projects</li> <li>• Group Discussion</li> <li>• Portfolio of evidence</li> </ul>

	<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>	
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> <p>8.3.1 Banking institutions</p> <p>8.3.2 Non-banking financial institutions</p>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Demonstration</li> <li>• Projects</li> <li>• Group Discussion</li> <li>• Portfolio of evidence</li> </ul>

	<p>8.4 Functions of central bank and commercial bank</p> <p>8.5 Functions of non-banking financial institutions</p>	
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"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Demonstration</li> <li>• Projects</li> <li>• Group Discussion</li> <li>• Portfolio of evidence</li> </ul>
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>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Demonstration</li> <li>• Projects</li> <li>• Group Discussion</li> <li>• Portfolio of evidence</li> </ul>

	10.2.2. International Terms of trade.	
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### 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)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"> <li>• Flip Charts</li> <li>• Rules and Regulations</li> </ul>	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>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30

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

## PURCHASING ACTIVITIES

**UNIT CODE:** 0413 551 08A

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

**Duration of Unit:** 100 hours

### Relationship to Occupational Standards

This unit addresses the unit of competence: Performing Purchasing Activities

### UNIT DESCRIPTION

This unit covers competencies required by a management assistant to perform purchasing activities. It includes carrying out stock-taking activities, processing purchase requisitions and maintaining inventory levels.

### Learning Outcomes

S/NO.	LEARNING OUTCOMES	DURATION
1.	Carry out stock taking activities	30
2.	Process purchase requisitions.	30
3.	Maintain inventory levels.	40
<b>TOTAL</b>		<b>100</b>

### Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Carry out stock taking activities	1.1 Verification of Opening inventory balance 1.2 Meaning and importance of Inventory bin cards. 1.3 Inventory records preparation 1.4 Period stock-taking report preparation.	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral tests</li><li>• Class presentations</li><li>• Group discussion</li><li>• Project</li><li>• Portfolio of Evidence</li><li>• Third-Party</li></ul>



		Report
2. Process purchase requisitions.	<p>2.1 Purchase requisitions</p> <p>2.1.1 Meaning of purchase</p> <p>2.1.2 requisitions</p> <p>2.1.3 Importance of requisitions to the organization</p> <p>2.1.4 Importance of requisitions in the procurement process</p> <p>2.1.5 Distinction between a requisition and a purchase order</p> <p>2.2 Prequalified suppliers record preparation</p> <p>2.3 Purchase order generation</p> <p>2.4 Methods of purchasing inventory:</p> <p>2.4.1 Bulk buying</p> <p>2.4.2 Drop-Shipping</p> <p>2.4.3 JIT- Just in Time</p> <p>2.5 Procedure for purchasing inventory</p> <p>2.5.1 Key steps in purchasing inventory</p> <p>2.5.2 The tendering procedure</p>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Class presentations</li> <li>• Group discussion</li> <li>• Project</li> <li>• Portfolio of Evidence</li> <li>• Third-Party Report</li> </ul>
3. Maintain inventory levels.	<p>3.1. Receipt of Purchased Inventory</p> <p>3.1.1 Goods received notes</p> <p>3.1.2 Delivery notes</p> <p>3.1.3 Credit and debit notes</p> <p>3.1.4 Inspection</p>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Class presentations</li> <li>• Group discussion</li> </ul>

	<p>3.1.5 Stores ledgers</p> <p>3.2 Methods of issuing and valuation of inventory</p> <p>3.2.1 FIFO</p> <p>3.2.2 LIFO</p> <p>3.2.3 ABC analysis</p> <p>3.3 Inventory records preparation</p> <p>3.4 Warehousing</p> <p>3.4.1 Meaning /importance of warehousing</p> <p>3.4.2 Goals of warehousing</p> <p>3.4.3 Inventory records</p> <p>3.4.4 Stores security</p> <p>3.4.5 Store layout designs</p> <p>3.4.6 Inventory storage equipment</p> <p>3.4.7 Requirements for effective warehousing</p>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Portfolio of Evidence</li> <li>• Third-Party Report</li> </ul> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Class presentations</li> <li>• Group discussion</li> <li>• Project</li> <li>• Portfolio of Evidence</li> <li>• Third-Party Report</li> </ul>
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### Suggested Methods of Instruction

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

### Recommended Resources for 30 Trainee

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"> <li>• Flip Charts</li> <li>• Rules and Regulations</li> </ul>	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>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
6.	Internet Connection	System	1	1:30
<b>C</b>	<b>Consumable Materials</b>			
7.	Markers	Whiteboard markers and permanent Markers	5	1:6
8.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
<b>D</b>	<b>Tools And Equipment</b>			
9.	Desktops	Any model	30	1:1
10.	Printer	Inkjet, LaserJet	2	1:15
11.	Computers Software:	<ul style="list-style-type: none"> <li>•Windows/Linux/Macintosh Operating System</li> <li>•Microsoft Office Software</li> <li>•Google Workspace Account</li> <li>Antivirus Software</li> </ul>	1	1:1

## References

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

## **MODULE III**

## PRINCIPLES OF COMMERCIAL LAW

**UNIT CODE:** 0421 441 09A

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

**UNIT DURATION:** 110 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.

### Summary of Learning outcomes

S/ No.	LEARNING OUTCOMES	DURATION
1.	Demonstrate understanding of nature of law	8
2.	Illustrate the structure of court system in Kenya	16
3.	Apply law of Tort	10
4.	Apply law of Contract	18
5.	Apply law of Agency	8
6.	Apply law of sale of goods	8
7.	Apply hire purchase contracts	6
8.	Apply law of negotiable instruments	8
9.	Apply law of insurance	8
10.	Apply law of property	10
<b>SUB-TOTAL</b>		100

## 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"> <li>1.3.1 Constitution</li> <li>1.3.2 Legislation (Acts of parliament)</li> <li>1.3.3 Judicial precedent</li> <li>1.3.4 County assembly legislations</li> <li>1.3.5 Statutes of general application</li> <li>1.3.6 Common law</li> <li>1.3.7 Equity</li> <li>1.3.8 Islamic law</li> </ul> 1.4 Classification of law in Kenya 1.5 Law and morality	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Class presentations</li> <li>• Group discussion</li> <li>• Project</li> <li>• Portfolio of Evidence</li> <li>• Third-Party Report</li> </ul>
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"> <li>2.2.1 Supreme Court</li> <li>2.2.2 Court of Appeal</li> <li>2.2.3 High Court</li> <li>2.2.4 Employment and Labor Relations Court</li> <li>2.2.5 Environment and Land Court</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Class presentations</li> <li>• Group discussion</li> <li>• Project</li> <li>• Portfolio of Evidence</li> </ul>

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



	<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"> <li>• Portfolio of Evidence</li> <li>• Third-Party Report</li> </ul>
5. Apply law of Agency	<p>5.1 Classification of agents</p> <p>5.2 Establishment of agents' authority</p> <p>5.3 Identification of duties of agents</p> <p>5.4 Identification of rights of agents</p> <p>5.5 Termination of agency</p>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Class presentations</li> <li>• Group discussion</li> <li>• Project</li> <li>• Portfolio of Evidence</li> <li>• Third Party Report</li> </ul>
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>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Class presentations</li> </ul>

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

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

### 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)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"><li>• Flip Charts</li><li>• Rules and Regulations</li></ul>	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>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
6.	Internet Connection	System	1	1:30
<b>C</b>	<b>Consumable Materials</b>			
7.	Markers	Whiteboard markers and permanent Markers	5	1:6
8.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
<b>D</b>	<b>Tools And Equipment</b>			
9.	Desktops	Any model	30	1:1

10.	Printer	Inkjet, LaserJet	2	1:15
11.	Computers Software:	<ul style="list-style-type: none"> <li>•Windows/Linux/Macintosh Operating System</li> <li>•Microsoft Office Software</li> <li>•Google Workspace Account</li> <li>Antivirus Software</li> </ul>	1	1:1

### References

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

## MANAGEMENT SKILLS

**UNIT CODE:** 0413 441 10A

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

**Duration of Unit:** 100 Hours

### Relationship to occupational standards

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

### UNIT DESCRIPTION

This unit describes competencies required to effectively apply management principles in the workplace. It covers applying planning principles, organizing principles, directing principles and coordinating principles.

### Learning outcomes

S/ NO	LEARNING OUTCOMES	DURATION
1.	Analyze context of management	44
2.	Apply management functions	24
3.	Demonstrate leadership skills	16
4.	Analyze groups and teams	16
<b>SUB-TOTAL</b>		100

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply planning principle	1.1 Goals and objectives 1.1.1 Innovation and adaptability 1.1.2 Customer satisfaction	<ul style="list-style-type: none"><li>• Practical assessment</li><li>• Project</li><li>• Portfolio of evidence</li><li>• Third party reports</li><li>• Written tests</li></ul>

	<p>1.1.3 Employee engagement and development</p> <p>1.1.4 Achieve sustainable growth</p> <p>1.1.5 Ensure financial growth and profitability</p> <p>1.1.6 Identify opportunities for growth and diversification</p> <p>1.2 Work plans</p> <p>1.2.1 Creating timelines</p> <p>1.2.2 Break down the project into specific tasks</p> <p>1.2.3 Identifying resources required</p> <p>1.2.4 Identifying potential risks and challenges</p> <p>1.2.5 Process for seeking approvals</p> <p>1.3 Monitoring of work progress</p>	<ul style="list-style-type: none"> <li>• Oral questions</li> </ul>
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	<p>1.4 Principles of planning</p> <p>1.4.1 Vision and mission</p> <p>1.4.2 Data-driven decision making</p> <p>1.4.3 Flexible plans</p> <p>1.4.4 Transparency in decision making</p> <p>1.4.5 Fair and equitable decision making</p> <p>1.5 Steps in planning process</p> <p>1.6 Barriers to planning</p> <p>1.7 Guidelines to avoiding barriers</p> <p>1.8 Management by objectives</p> <p>1.9 Types of plans</p> <p>1.9.1 Tactical plans</p> <p>1.9.2 Strategic plans</p> <p>1.9.3 Operational plans</p>	
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<p>2. Apply organizing principle</p>	<p>2.1 Office goals and objectives</p> <p>2.2 Office tasks and responsibilities</p> <p>2.3 Monitoring of progress</p> <p>2.4 Process of organization</p> <p>2.5 Organizing components</p> <p>2.6 Authority and responsibility</p> <p>2.7 Organization structures</p> <p>2.7.1 Product line structure</p> <p>2.7.2 Matrix structure</p> <p>2.7.3 Geographical-based structure</p> <p>2.8 Delegation</p> <p>2.9 Centralization and decentralization</p> <p>2.10 Principles of organization</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party reports</li> <li>• Written tests</li> <li>• Oral questions</li> </ul>
<p>3. Apply directing principle</p>	<p>3.1 Orders and instructions</p> <p>3.2 Staff Supervision</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> </ul>

	<p>3.3 Exchange of opinions and ideas</p> <p>3.4 Characteristics of successful leaders</p> <p>3.5 Leadership roles</p> <p>3.6 Theories</p> <p>3.7 Leadership styles</p> <p>3.7.1 Bureaucratic leadership</p> <p>3.7.2 Charismatic leadership</p> <p>3.7.3 Situational leadership</p> <p>3.7.4 Autocratic leadership</p> <p>3.8 Communication structures</p>	<ul style="list-style-type: none"> <li>• Third party reports</li> <li>• Written tests</li> <li>• Oral questions</li> </ul>
4. Apply coordinating principle	<p>4.1 Work schedules creation</p> <p>4.2 Roles and responsibilities</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party reports</li> </ul>

	4.3 Rewards and recognition	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questions</li> </ul>
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### Suggested Methods of Instruction

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

### Recommended Resources for 30 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"> <li>• Flip Charts</li> <li>• Rules and Regulations</li> </ul>	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>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
2.	Internet Connection	System	1	1:30

<b>C</b>	<b>Consumable Materials</b>			
1.	Markers	Whiteboard markers and permanent Markers	5	1:6
2.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
<b>D</b>	<b>Tools And Equipment</b>			
1.	Desktops	Any model	30	1:1
2.	Printer	Inkjet, LaserJet	2	1:15
3.	Computers Software:	<ul style="list-style-type: none"> <li>•Windows/Linux/Macintosh Operating System</li> <li>•Microsoft Office Software</li> <li>•Google Workspace Account</li> <li>Antivirus Software</li> </ul>	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/BM/CC/06/5/MA

### Relationship to Occupational Standards

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

**Duration of Unit:** 80 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	12
2	Apply Statistical Matrices	10
3	Work-Out Commercial Mathematics	13
4	Carry Out Elementary Statistics	10
5	Carry Out Descriptive Statistics	8
6	Apply Set Theory	8
7	Apply Basic Probability Theory	14
8	Use index numbers	10
<b>SUB TOTAL</b>		<b>80</b>

### 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"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
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"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
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	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> </ul>

	3.4 Simple and compound interest 3.5 Depreciation and appreciation of assets 3.6 Hire purchase 3.7 Foreign currency exchange transactions	<ul style="list-style-type: none"> <li>• Project and report writing</li> </ul>
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"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
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"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> </ul>

	<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"> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
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"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
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"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>



	<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"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>

### 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	30pcs	1:1

		Operating System, Microsoft Office Software, Google Workspace Account, Antivirus Software		
	Calculator		10	10:30

## STAFFING ACTIVITIES

**UNIT CODE:** 0413 451 11A

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

**Duration of Unit:** 100 hours

### Relationship to Occupational Standards

This unit addresses the unit of competence: Perform Staffing Activities

### UNIT DESCRIPTION

This unit covers competencies required by a management assistant to perform staffing activities. It includes maintaining personnel records, employee attendance records, Carrying out recruitment activities and inducting new employees.

### Summary of Learning Outcomes

S/NO.	LEARNING OUTCOMES	DURATION
1.	Maintain personnel records	20
2.	Maintain employee attendance records	30
3.	Carry out recruitment activities	30
4.	Induct new employees	20
<b>TOTAL</b>		100

### Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Personnel records	1.1 Employee personal records 1.1.1 Meaning	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral tests</li></ul>

	1.1.2Types 1.1.3Importance 1.2 Communication records 1.2.1Categories 1.2.2Benefits 1.2.3Qualities 1.3 Employee Records Retrieval 1.4 Personnel documents referencing 1.4.1Types of referencing 1.4.2 Advantages 1.5 Personnel documents filing	<ul style="list-style-type: none"> <li>• Class presentations</li> <li>• Group discussion</li> <li>• Project</li> <li>• Assignments</li> <li>• Portfolio of Evidence</li> <li>• Third-Party Report</li> </ul>
2. Maintain employee attendance records	2.1 Employees training registers preparation 2.2Daily work attendance registers 2.2.1Meaning 2.2.2Importance 2.3 Staff meetings attendance registers 2.4 Filing of attendance records 2.4.1Methods of filing 2.4.2 Advantages and disadvantages	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Class presentations</li> <li>• Group discussion</li> <li>• Project</li> <li>• Portfolio of Evidence</li> <li>• Third-Party Report</li> </ul>
3. Recruitment activities	3.1 Recruitment logistics 3.1.1Planning 3.1.2Advertising 3.1.3Application 3.2 Receipt of job applications 3.3 Sort of job applications 3.4 Long listing	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Class presentations</li> <li>• Group discussion</li> <li>• Project</li> </ul>

	3.5 Contacting Shortlisted Candidates  3.5.1. phone calls 3.5.2. emails, 3.5.3. SMS 3.5.4. official letters.  3.6 Conduct Interview 3.7 Selection and Offer Appointment	<ul style="list-style-type: none"> <li>• Portfolio of Evidence</li> </ul>
4. Induction of new employees	4.1 Induction program 4.1.1 Meaning of Induction 4.1.2 Benefits of Induction 4.1.3 Stages of Induction 4.2 Briefing venues preparation 4.3 Induction materials distribution 4.4 Induction familiarization tour	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Class presentations</li> <li>• Group discussion</li> <li>• Project</li> <li>• Portfolio of Evidence</li> <li>• Third-Party Report</li> </ul>

### Suggested Methods of Instruction

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

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"> <li>• Flip Charts</li> <li>• Rules and Regulations</li> </ul>	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>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
6.	Internet Connection	System	1	1:30
<b>C</b>	<b>Consumable Materials</b>			
7.	Markers	Whiteboard markers and permanent Markers	5	1:6
8.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
<b>D</b>	<b>Tools And Equipment</b>			
9.	Desktops	Any model	30	1:1
10.	Printer	Inkjet, LaserJet	2	1:15
11.	Computers Software:	<ul style="list-style-type: none"> <li>•Windows/Linux/Macintosh Operating System</li> <li>•Microsoft Office Software</li> </ul>	1	1:1

		•Google Workspace Account Antivirus Software		
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## References

- Organization operating procedures
- Industry/workplace codes of practice
- Sacco Society act
- Textbooks
- Magazines
- E-learning resources



## ADMINISTRATIVE ASSISTANT DUTIES

**UNIT CODE:** 0413 451 12A

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

**Duration of Unit:** 120 hours

### Relationship to Occupational Standards

This unit addresses the unit of competence: Perform Administrative Assistant Duties.

### UNIT DESCRIPTION

This unit covers competencies required by a management assistant to performing administrative duties. It includes maintaining official documents, handling office correspondences Overseeing office maintenance and administering support services.

### Learning Outcome

S/N0.	LEARNING OUTCOMES	DURATION
1.	Maintain official documents	20
2.	handle office correspondences	30
3.	Oversees office maintenance	20
4.	Administer support services	30
<b>SUB-TOTAL</b>		100

### Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Maintain official documents	1.1 Organization files 1.1.1 Meaning of files 1.1.2 Types of files 1.1.3 Importance of organization filing	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral tests</li><li>• Class presentations</li><li>• Group discussion</li></ul>

	<p>1.2 File monitoring document</p> <p>1.2.1 File movement register</p> <p>1.2.2 Importance of file movement register</p> <p>1.3 Retrieval of Organization records</p> <p>1.3.1 Meaning of records retrieval</p> <p>1.4 Archiving organization records</p> <p>1.4.1 Meaning of archiving records</p> <p>1.4.2 Methods of archiving records</p> <p>1.4.3 Procedure of archiving records</p> <p>1.5. Disposal of records</p> <p>1.5.1. Shredding</p> <p>1.5.2. Deletion</p> <p>1.5.3. secure transfer.</p>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Portfolio of Evidence</li> <li>• Third-Party Report</li> </ul>
2 Handle office correspondences	<p>2.1 Office correspondence</p> <p>2.1.1 Meaning of correspondence</p> <p>2.1.2 Types of office correspondence</p> <p>2.1.3 Forms of correspondence</p> <p>2.2 Sorting Office mails</p> <p>2.2.1 Meaning of office mails</p> <p>2.2.2 Types of office mail (incoming, outgoing)</p> <p>2.2.3 Classification of office mails</p> <p>2.2.4 Procedure of handling incoming and outgoing mail</p> <p>2.3 Delivery of confidential and personal mail</p> <p>2.3.1 Delivery book/GP 24</p> <p>2.3.2 Practices of delivering</p>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Class presentations</li> <li>• Group discussion</li> <li>• Project</li> <li>• Portfolio of Evidence</li> <li>• Third-Party Report</li> </ul>

	<p>confidential mail</p> <p>2.4 Correspondence records.</p> <p>2.4.1 Meaning of correspondence</p> <p>2.4.2 Types of correspondence (incoming, outgoing, postage book),</p> <p>2.4.3 Forms of correspondence</p> <p>2.5 Distribution of office mails</p>	
3 Oversees office maintenance	<p>3.1 Office and common areas cleaning</p> <p>3.1.1 Office cleaning schedule</p> <p>3.1.2 Merits of office cleaning schedule</p> <p>3.2 Office Layout Design</p> <p>3.2.1 Types of office layout</p> <p>3.2.2 Factors to be considered when designing an office layout</p> <p>3.2.3 Importance of office layout</p> <p>3.3 Storage of office supplies</p> <p>3.4 Issuing of office supplies</p> <p>3.5 Service order schedules</p> <p>3.5.1 Meaning of service order</p> <p>3.5.2 Importance of service order schedules</p>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Class presentations</li> <li>• Group discussion</li> <li>• Project</li> <li>• Portfolio of Evidence</li> <li>• Third-Party Report</li> </ul>
4. Administer support services	<p>4.1 Meaning of Office Support Services</p> <p>4.2 Movement of furniture</p> <p>4.3 Types of support services</p> <p>4.3.1 Financial Management</p> <p>4.3.2 Human Resource</p>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> <li>• Class presentations</li> <li>• Group discussion</li> <li>• Project</li> </ul>

	Management 4.3.3 Information Technology services 4.3.4 Legal Services 4.3.5 Governance services 4.3.6 Office Management 4.3.7 Facility management services 4.4 Monitoring outsourced services 4.5 Payment schedule preparation.	<ul style="list-style-type: none"> <li>Portfolio of Evidence</li> <li>Third-Party Report</li> </ul>
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### Suggested Methods of Instruction

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

### Recommended resources for 30 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"> <li>Flip Charts</li> <li>Rules and Regulations</li> </ul>	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>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
6.	Internet Connection	System	1	1:30
<b>C</b>				
7.	Markers	Whiteboard markers and permanent Markers	5	1:6
8.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
<b>D</b>	<b>Tools And Equipment</b>			
9.	Desktops	Any model	30	1:1
10	Printer	Inkjet, LaserJet	2	1:15
	Computers Software:	<ul style="list-style-type: none"> <li>• Windows/Linux/Macintosh Operating System</li> <li>• Microsoft Office Software</li> <li>• Google Workspace</li> <li>• Account Antivirus Software</li> </ul>	1	1:1

## References

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