****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**CO-OPERATIVE MANAGEMENT**

**LEVEL 5**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

First published 2019

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**FOREWORD**

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement Kenya’s development blue print and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 14 of 2012).

A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Cooperative sector’s growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

**PREFACE**

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 14 of 2012 on Reforming Education and Training in Kenya, emphasized the need toreform 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.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Business sector Skills Advisory Committee (SSAC), have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA Standards and guidelines provided by the TVET Authority and the Kenya National Qualification framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of 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, Business SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON**

**TVET CDACC**

**ACKNOWLEDGEMENT**

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 various organizations.

I recognize with appreciation the role of the Business sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Sports 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 trainees will acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ABBREVIATIONS AND **ACRONYMS**

CDACC Curriculum Development Assessment and Certification Council

CU Curriculum

BC Basic Competency

CC Core Competency

CO Common Units

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

OSHA Occupation Safety and Health Act

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

**BUS / CU /COP/BC/01/5/ A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

Cooperative Management Level 5 qualification consists of competencies that an individual must achieve to enable him/her apply Cooperative Management skills in a work place maintaining basic book keeping records, maintaining human resource records, maintaining co-operative society store operations, performing customer care services, performing marketing function, implementing cooperative society policies, complying with acts and regulations and managing corporate social responsibility

The units of Learning comprising Cooperative Management level 5 qualification include the following:

**BASIC UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** | **Duration in Hours** | **Credit Factor** |
| BUS/CU/COP/BC/01/5/A | Communication Skills | 25 | 2.5 |
| BUS/CU/COP/BC/02/5/A | Numeracy Skills | 40 | 4 |
| BUS/CU/COP/BC/03/5/A | Digital Literacy | 45 | 4.5 |
| BUS/CU/COP/BC/04/5/A | Entrepreneurial Skills | 70 | 7 |
| BUS/CU/COP/BC/05/5/A | Employability Skills | 50 | 5 |
| BUS/CU/COP/BC/06/5/A | Environmental Literacy | 25 | 2.5 |
| BUS/CU/COP/BC/07/5/A | Occupational Safety and Health Practices | 25 | 2.5 |
| **Total** |  | **280** | **28** |

**CORE UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** | **Duration in Hours** | **Credit Factor** |
| BUS/CU/COP/CR/01/5/A | Basic Book Keeping Records | 80 | 8 |
| BUS/CU/COP/CR/02/6/A | Human Resource Records | 90 | 9 |
| BUS/CU/COP/CR/03/6/A | Co-operative Society Store Operations | 100 | 10 |
| BUS/CU/COP/CR/04/6/A | Cooperative Customer Care Services | 80 | 8 |
| BUS/CU/COP/CR/05/6/A | Co-operative Marketing | 120 | 12 |
| BUS/CU/COP/CR/06/6/A | Cooperative society policies | 120 | 12 |
| BUS/CU/COP/CR/07/6/A | Compliance with acts and regulations | 100 | 10 |
| BUS/CU/COP/CR/08/6/A | Corporate social responsibility | 90 | 9 |
| BUS/CU/COP/CR/09/6/A | Industrial attachment | 360 | 36 |
| **Total** | | **1140** | **114** |
| **Grand Total** | | **1420** | **142** |

The core units of learning are independent of each other and may be taken independently.

The total duration of the course is 1420 hours, including 360 hours of field attachment.

**Industrial Attachment**

It is envisaged that the trainee will have undergone a field training and assessment with a recognized Business Industry. At least 360 hours will be spent on a supervised and assessed field attachment.

**Entry Requirements**

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

1. Artisan certificate in business Level 4

**Or**

1. Kenya Certificate of Secondary Education (KCSE) mean grade E

**Or**

1. Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Assessment**

The course will be assessed at two levels: internally and externally. Internal assessment is continuous and is conducted by the trainer who is monitored by an accredited internal verifier while external assessment is the responsibility of TVET CDACC.

**Certification**

A candidate will be issued with a certificate of Competency on demonstration of competence in a unit of competency. To attain the qualification National Diploma Level 5 cooperative management, the candidate must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provider.

# BASIC UNITS OF LEARNING

**COMMUNICATION SKILLS**

**UNIT CODE:** BUS/CU/COP/BC/01/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, contributing to the development of communication strategies, conducting workplace interviews, facilitating group discussions and representing the organisation.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Contribute to the development of communication strategies
3. Conduct interviews
4. Facilitate group discussions
5. Represent the organization

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Meet communication needs of clients and colleagues | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Organizational policies * Organization requirements for written and electronic communication methods * Report writing * Effective questioning techniques (clarifying and probing) * Workplace etiquette * Ethical work practices in handling communication * Active listening * Feedback * Interpretation * Flexibility in communication | * Interview * Third party reports * Written texts |
| 1. Contribute to the development of communication strategies | * Dynamics of groups * Styles of group leadership * Openness and flexibility in communication * Communication skills relevant to client groups | * Written * Observation |
| 1. Conduct interviews | * Types of interview * Establishing rapport * Facilitating resolution of issues * Developing action plans | * Written * Observation |
| 1. Facilitate group discussions | * Identification of communication needs * Dynamics of groups * Styles of group leadership * Presentation of information * Encouraging group members participation * Evaluating group communication strategies | * Written * Observation |
| 1. Represent the organization | * Presentation techniques * Development of a presentation * Multi-media utilization in presentation * Communication skills relevant to client groups | * Observation * Written |

**Suggested Methods of Instruction**

* Role playing
* Viewing of related videos

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone

**NUMERACY SKILLS**

**UNIT CODE:** BUS/CU/COP/BC/02/5/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves calculating with whole numbers and familiar fractions, decimals, and percentages for work estimating, measuring, and calculating with routine metric measurements for work, using routine maps and plans for work, interpreting, drawing and constructing 2D and 3D shapes for work, interpreting routine tables, graphs and charts for work, collecting data and constructing routine tables and graphs for work and using basic functions of calculator

**Summary of Learning Outcomes**

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
2. Estimate, measure and calculate with routine metric measurements for work
3. Use routine maps and plans for work
4. Interpret, draw and construct 2D and 3D shapes for work
5. Interpret routine tables, graphs and charts for work
6. Collect data and construct routine tables and graphs for work
7. Use basic functions of calculator

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Calculate with whole numbers and familiar fractions, decimals and percentages for work | * Interpretation of whole numbers, fractions, decimals, percentages and rates * Calculations involving several steps * Calculation with whole numbers and routine or familiar fractions, decimals and percentages * Conversion between equivalent forms of fractions, decimals and percentages * Application of order of operations to solve multi-step calculations * Application of problem solving strategies * Making estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task * Use of formal and informal mathematical language and symbolism to communicate the result of a task | * Written * Practical test * Observation |
| 1. Estimate, measure and calculate with routine metric measurements for work | * Selection and interpretation of measurement information in workplace tasks and texts * Identification and selection of routine measuring equipment * Estimation and making measurements using correct units * Estimation and calculation using routine measurements * Performing conversions between routinely used metric units * Using problem solving processes to undertake tasks * Recording information using mathematical language and symbols | * Written * Practical test * Observation |
| 1. Use routine maps and plans for work | * Identification of features in routine maps and plans * Symbols and keys used in routine maps and plans * Identification and interpretation of orientation of map to North * Demonstrate understanding of direction and location * Apply simple scale to estimate length of objects, or distance to location or object * Give and receive directions using both formal and informal language | * Written * Practical test * Observation |
| 1. Interpret, draw and construct 2D and 3D shapes for work | * Identify two dimensional shapes and routine three-dimensional shapes in everyday objects and in different orientations * Explain the use and application of shapes * Use formal and informal mathematical language and symbols to describe and compare the features of two-dimensional shapes and routine three-dimensional shapes * Identify common angles * Estimate common angles in everyday objects * Use formal and informal mathematical language to describe and compare common angles * Use common geometric instruments to draw two dimensional shapes * Construct routine three-dimensional objects from given nets | • Written  • Practical test  • Observation |
| 1. Interpret routine tables, graphs and charts for work | * Identify routine tables, graphs and charts in predominately familiar texts and contexts * Identify common types of graphs and their different uses * Identify features of tables, graphs and charts * Locate specific information * Perform calculations to interpret information * Explain how statistics can inform and persuade * Identify misleading statistical information * Discuss information relevant to the workplace | * Oral * Written * Practical test * Observation |
| 1. Collect data and construct routine tables and graphs for work | * Identify features of common tables and graphs * Identify uses of **different tables and graphs** * Determine data and variables to be collected * Determine audience * Select a method to collect data * Collect data * Collate information in a table * Determine suitable scale and axes * Draft and draw graph to present information * Check that data meets the expected results and context * Report or discuss information using formal and informal mathematical language | * Written * Practical test * Observation |
| 1. Use basic functions of calculator | * Identify and use keys for basic functions on a calculator * Calculate using whole numbers, money and routine decimals and percentages * Calculate with routine fractions and percentages * Apply order of operations to solve multi-step calculations * Interpret display and record result * Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task * Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task | * Written * Practical test * Observation |

**Suggested Methods of Instruction**

* Demonstrations
* Role playing
* Viewing of related videos
* Discussion
* Assignments

**Recommended resources**

* Calculators
* Basic measuring instruments

**DIGITAL LITERACY**

**UNIT CODE:** BUS/CU/COP/BC/03/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 45 hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify computer hardware and software | * Concepts of ICT * Functions of ICT * History of computers * Components of a computer * Classification of computers | * Written tests * Oral presentation * Observation |
| 1. Apply security measures to data, hardware and software | * Data security and control * Security threats and control measures * Types of computer crimes * Detection and protection against computer crimes * Laws governing protection of ICT | * Written tests * Oral presentation * Observation * Project |
| 1. Apply computer software in solving tasks | * Operating system * Word processing * Spread sheets * Data base design and manipulation * Data manipulation, storage and retrieval | * Oral questioning * Observation * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Network configurations * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Observation * Oral presentation * Written report |
| 1. Apply desktop publishing in official assignments | * Concept of desktop publishing * Opening publication window * Identifying different tools and tool bars * Determining page layout * Opening, saving and closing files * Drawing various shapes using DTP * Using colour pellets to enhance a document * Inserting text frames * Importing and exporting text * Object linking and embedding * Designing of various publications * Printing of various publications | * Oral questioning * Observation * Oral presentation * Written report * Project |
| 1. Prepare presentation packages | * Types of presentation packages * Procedure of creating slides * Formatting slides * Presentation of slides * Procedure for editing objects | * Oral questioning * Observation * Oral presentation * Written report * Project |

**Suggested Methods of Instruction**

* Demonstration
* Viewing of related videos
* Discussions
* Assignments
* Direct instructions

**Recommended Resources**

* Computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

**ENTREPRENEURIAL SKILLS**

**UNIT CODE:** BUS/CU/COP/BC/04/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurship

**Duration of unit:** 70 hours

**Unit Description**

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

**Summary of Learning Outcomes**

* 1. Demonstrate understanding of an entrepreneur
  2. Demonstrate knowledge of entrepreneurship and self-employment
  3. Identify entrepreneurship opportunities
  4. Create entrepreneurial awareness
  5. Apply entrepreneurial motivation
  6. Develop innovative business strategies
  7. Develop Business plan

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Demonstrate knowledge of entrepreneurship and self-employment | * Importance of self-employment * Requirements for entry into self-employment * Role of an Entrepreneur in business * Contributions of Entrepreneurs to National development * Entrepreneurship culture in Kenya * Born or made entrepreneurs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Identify entrepreneurship opportunities | * Business ideas and opportunities * Sources of business ideas * Business life cycle * Legal aspects of business * Assessment of product demand * Business environment * Factors to consider when evaluating business environment * Technology in business | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Create entrepreneurial awareness | * Forms of businesses * Sources of business finance * Factors in selecting source of business finance * Governing policies on Small Scale Enterprises (SSEs) * Problems of starting and operating SSEs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Apply entrepreneurial motivation | * Internal and external motivation * Motivational theories * Self-assessment * Entrepreneurial orientation * Effective communications in entrepreneurship * Principles of communication * Entrepreneurial motivation | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop business innovative strategies | * Innovation in business * Small business Strategic Plan * Creativity in business development * Linkages with other entrepreneurs * ICT in business growth and development | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop Business Plan | * Business description * Marketing plan * Organizational/Management * plan * Production/operation plan * Financial plan * Executive summary * Presentation of Business Plan | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training

**Recommended Resources**

* Case studies
* Business plan templates
* Computers
* Overhead projectors
* Internet
* Mobile phone
* Video clips
* Films
* Newspapers and Handouts
* Business Journals
* Writing materials

**EMPLOYABILITY SKILLS**

**UNIT CODE:** BUS/CU/COP/BC/06/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 50 hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Conduct self-management

2. Demonstrate interpersonal communication

3. Demonstrate critical safe work habits

4. Lead small teams

5. Plan and organize work

6. Maintain professional growth and development

7. Demonstrate workplace learning

8. Demonstrate problem solving skills

9. Demonstrate workplace ethics

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Emotional intelligence * Assertiveness versus aggressiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Self-development * Financial literacy * Healthy lifestyle practices | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate interpersonal communication | * Meaning of interpersonal communication * Listening skills * Types of audience * Writing skills * Reading skills * Meaning of empathy * Understanding customers’ needs * Establishing communication networks * Sharing information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * Leisure * Integratingpersonal objectives into organizational objectives * Resources utilization * Setting work priorities * HIV and AIDS * Drug and substance abuse * Handling emerging issues | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Lead a small team | * Leadership qualities * Team building * Determination of team roles and objectives * Team performance indicators * Responsibilities in a team * Forms of communication * Complementing team activities * Gender and gender mainstreaming * Human rights * Maintaining relationships * Conflicts and conflict resolution | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Plan and organize work | * Functions of management * Planning * Organizing * Time management * Decision making process * Task allocation * Evaluating work activities * Resource utilization * Problem solving * Collecting and organising information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Maintain professional growth and development | * Opportunities for professional growth * Assessing training needs * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Identifying work priorities * Recognizing career advancement | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Managing own learning * Contributing to the learning community at the workplace * Cultural aspects of work * Variety of learning context * Application of learning * Safe use of technology * Identifying opportunities * Generating new ideas * Workplace innovation * Performance improvement * Handling emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate problem solving skills | * Problem identification * Problem solving * Application of problem-solving strategies * Resolving customer concerns | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace ethics | * Meaning of ethics * Ethical perspectives * Principles of ethics * Values and beliefs * Ethical standards * Organization code of ethics * Common ethical dilemmas * Organization culture * Corruption, bribery and conflict of interest * Privacy and data protection * Diversity, harassment and mutual respect * Financial responsibility/accountability * Etiquette * Personal and professional integrity * Commitment to jurisdictional laws * Emerging issues in ethics | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Demonstrations
* Simulation/Role play
* Discussion
* Presentations
* Case studies
* Q&A

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

**ENVIRONMENTAL LITERACY**

**UNIT CODE:** BUS/CU/COP/BC/06/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 25 hours

**Unit Description**

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling control environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs and monitoring activities on environmental protection/programs.

**Summary of Learning Outcomes**

1. Control environmental hazards
2. Control environmental Pollution
3. Demonstrate sustainable use of resource
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Control environmental hazards | * Purposes and content of Environmental Management and Coordination Act 1999 * Purposes and content of Solid Waste Act * Storage methods for environmentally hazardous materials * Disposal methods of hazardous wastes * Types and uses of PPE in line with environmental regulations * Occupational Safety and Health Standards (OSHS) | * Written test * Oral questions * Observation |
| 1. Control environmental Pollution control | * Types of pollution * Environmental pollution control measures * Types of solid wastes * Procedures for solid waste management * Different types of noise pollution * Methods for minimizing noise pollution | * Written test * Oral questions * Observation |
| 1. Demonstrate sustainable resource use | * Types of resources * Techniques in measuring current usage of resources * Calculating current usage of resources * Methods for minimizing wastage * Waste management procedures * Principles of 3Rs (Reduce, Reuse, Recycle) * Methods for economizing or reducing resource consumption | * Written test * Oral questions * Observation |
| 1. Evaluate current practices in relation to resource usage | * Collection of information on environmental and resource efficiency systems and procedures, * Measurement and recording of current resource usage * Analysis and recording of current purchasing strategies. * Analysis of current work processes to access information and data * Identification of areas for improvement | * Written test * Oral questions * Observation |
| 1. Identify Environmental legislations/conventions for environmental concerns | * Environmental issues/concerns * Environmental legislations /conventions and local ordinances * Industrial standard /environmental practices * International Environmental Protocols (Montreal, Kyoto) * Features of an environmental strategy | * Written questions * Oral questions * Observation |
| 1. Implement specific environmental programs | * Community needs and expectations * Resource availability * 5 s of good housekeeping * Identification of programs/Activities * Setting of individual roles /responsibilities * Resolving problems /constraints encountered * Consultation with stakeholders | * Written questions * Oral questions * Observation |
| 1. Monitor activities on Environmental protection/Programs | * Periodic monitoring and Evaluation of activities * Gathering feedback from stakeholders * Analysing data gathered * Documentation of recommendations and submission * Setting of management support systems to sustain and enhance the program * Monitoring and reporting of environmental incidents to concerned /proper authorities | * Oral questions * Written tests * Practical test * Observation |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Viewing of related videos
* Project
* Assignements
* Role play

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)
* ISO standards
* Ccompany environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

**OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** BUS/CU/COP/BC/07/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 25 hours

**Unit Description**

This unit specifies the competencies required to identify workplace hazards and risk, identify and implement appropriate control measures and implement OSH programs, procedures and policies/ guidelines

**Summary of Learning Outcomes**

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify workplace hazards and risks | * Identification of hazards in the workplace and/or the indicators of their presence * Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace is conducted by * Authorized personnel or agency * Gathering of OHS issues and/or concerns raised | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Control OSH hazards | * Prevention and control measures, including use of PPE (personal protective equipment) for specific hazards are identified and implemented * Appropriate risk controls based on result of OSH hazard evaluation is recommended * Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Implement OSH programs | * Providing information to work team about company OHS program, procedures and policies/guidelines * Participating in implementation of OSH procedures and policies/ guidelines * Training of team members and advice on OSH standards and procedures * Implementation of procedures for maintaining OSH-related records | * Oral questions * Written tests * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety boots
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# CORE UNITS OF LEARNING

# BASIC BOOK KEEPING RECORDS MAINTAINANCE

**UNIT CODE:** BUS/CU/COP/CR/01/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate basic book keeping skills

**Duration of Unit:** 80 hours

**Unit Description**

This unit specifies the competencies required to maintain basic bookkeeping records. It involves performing basic bookkeeping, performing reconciliations, posting transactions in the member personal account (MPA), preparing a trial balance, correcting bookkeeping errors and preparing adjusted trial balance.

**Summary of Learning Outcomes**

1. Perform basic bookkeeping
2. Perform reconciliations
3. Post transactions in the Member Personal Account (MPA)
4. Prepare a Trial balance
5. Correct bookkeeping errors
6. Prepare adjusted trial balance

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Perform basic bookkeeping | * Meaning of accounting standards, concepts, principles and policies * Accounting cycle * Meaning of source documents * Types of source document * Recording of source documents * Storage and filing of source documents * Meaning of journal * Types of journal * Recording of journal * Meaning of ledger * Types of ledgers * Posting of ledgers * Meaning of cashbook * Types of cashbook * Preparation of cash book | * Interview * Written * Assignment (Group /individual) * Observation * Practical |
| 1. Perform reconciliations | * Meaning of Reconciliation * Meaning of reconciliation items * Types of reconciliation * Reconciliation process * Preparation of reconciliation Statements * Best reconciliation practices | * Interview * Written report * Assignment (Group /individual) * Observation * Practical |
| 1. Post transactions in the Member Personal Account (MPA) | * Meaning of By-products * Types of by-products * Sorting of by-products * Meaning of members Personal accounts * Recording of members personal accounts * Reconciling of members personal accounts * Filing of members personal account * Safeguarding members personal accounts | * Interview * Written * Observation * Assignment (Group /individual) * Third party report |
| 1. Prepare a Trial balance | * Meaning of Trial Balance. * Types of Trial Balance. * Preparation of Trial Balance (Unadjusted TB) * Meaning of adjustments * Types of adjustments * Posting of adjustments in affected ledger accounts * Preparation of adjusted trial balance | * Interview * Written report * Assignment (Group /individual) * Third party report |
| 1. Correct bookkeeping errors | * Meaning of book keeping errors * Types of errors * Meaning of Suspense accounts * Correcting errors through Suspense accounts * Correcting errors through the journal | * Interview * Written * Assignment (Group /individual) * Observation |

**Suggested Methods of Instruction**

* Discussion (Group)
* Direct instruction
* Practice by trainee

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone
* Flip chart
* Mark pen
* Eraser

# HUMAN RESOURCE RECORDS MAINTANANCE

**UNIT CODE:** BUS/CU/COP/CR/02/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Maintain human resource records

**Duration of Unit: 90** hours

**Unit Description**

This unit specifies the competencies required to maintain human resource records. It involves updating human resource records, filing human resource records, receiving human resource records, dispatching human resource records and identifying human resource policies.

**Summary of Learning Outcomes**

1. Update human Resource records
2. File human Resource records
3. Receive human Resource records
4. Dispatch human Resource records
5. Identify human Resource policies

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Update human Resource records | * Meaning of Human Resource * Meaning of Human Resource records * Importance of Human Resource policy * Types of Human Resource records * Importance of updating human resource records | * Written * Assignments * Supervised exercises * Observation * Third party report |
| 1. File human Resource records | * Meaning of Filing * Types of filing * Methods of filing * Safeguarding Human Resource records * Importance of observing confidentiality of human resource records | * Written * Oral questioning * Assignments * Supervised exercises * Third party report * Observation |
| 1. Receive human Resource records | * Ways of receiving human resource records * Origin of HR records * Classifying of Human resource records * Sorting of human resource records | * Assignments * Supervised exercises * Written * Third party report * Observation * Interview * Validation |
| 1. Dispatch human Resource records | * Ways of dispatch of human resource records * Procedures for dispatch of human resource records | * Oral * Written * Practical. * Observation * Interview |
| 1. Identify human Resource policies | * Meaning of human resource policies * Components of the human resource policy * Legal requirements in Human resource operations * Importance of human resource policies | * Observation * Interview * Written * Oral questioning * Assignments |
| 1. Identify staffing process | * Meaning of staffing * Purpose of staffing * Ways of staffing * Staffing process | * Observation * Interview * Written * Oral questioning * Assignments |

**Suggested Methods of Instruction**

* Discussion (Group)
* Direct instruction
* Practice by trainee
* Demonstration by trainer
* Exercises

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone
* Flip chart
* Marker pen
* Eraser

# CO-OPERATIVE STORE MAINTAINANCE

**UNIT CODE:** BUS/CU/COP/CR/03/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Maintain Co-operative Store

**Duration of Unit:** 100 hours

**Unit Description**

This unit specifies the competencies required to maintain co-operative store. It involves operating Co-operative society store, operating co-operative society store, maintaining co-operative society stock records, managing co-operative society re-order levels and identifying the appropriateness of a co-operative society store.

**Summary of Learning Outcomes**

* + - 1. Operate Co-operative society store
      2. Maintain Co-operative society stock records
      3. Manage Co-operative society re-order levels
      4. Identify the appropriateness of a Co-operative society store

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Operate Co-operative society store | * Meaning of a co-operative store * Types of a co-operative store * Importance of a co-operative store * Factors to consider when arranging goods in a Co-operative Society store * Meaning of LPO (Local purchase orders) * Procedure of receiving co-operative society goods * Meaning of requisition of goods * Methods of Dispatch of stock * Legal * Documentation | * Written * Oral presentation * Observation * Assignment(Group/individual) |
| 1. Maintain Co-operative society stock records | * Meaning of Co-operative society stock records * Meaning of stock cards * Assigning stock cards to various categories of goods * Methods of Stock taking * Importance of stock taking * Procedure for stock taking * Safeguarding of stock cards | * Written * Oral presentation * Observation * Practical * Supervised exercise |
| 1. Manage Co-operative society re-order levels | * Meaning Co-operative society re-order levels * Maximum stock levels * Minimum stock levels * Lead time * Calculation of re-order level * Procedure for raising an order | * Oral questioning * Observation * Supervised exercise * Group /individual assignment * Written report |
| 1. Identify the appropriateness of a Co-operative society store | * Meaning of appropriateness of a Co-operative society store * Meaning Co-operative society store capacity * Requirements for storage of goods * Factors to consider when determining suitability of a Co-operative society store * Requirements for securing a co-operative society store * Factors to consider when allowing access to co-operative society store * Benefits of appropriate storage | * Oral questioning * Observation * Oral presentation * Written report |

**Suggested Methods of Instruction**

* Discussion (Group /Individual)
* Practice by trainee
* Demonstration by trainer
* Exercises

**Recommended Resources**

* Desktop computers/laptops/software
* Internet connection
* Projectors
* Telephone
* Flip chart
* Marker pen
* Eraser
* Viewing related videos

# CUSTOMER CARE SERVICES

**UNIT CODE:** BUS/CU/COP/CR/04/5/A

**Relationship to occupational standards**

This unit addresses the unit of competency: Perform Customer Care Services

**Duration of unit:** 80 hours

**Unit description**

This unit specifies the competencies required to perform customer care services. It involves managing customer communication, maintaining customer records and managing correctness of customer information/data.

**Summary of Learning Outcomes**

* + - 1. Manage customer communication
      2. Maintain customer records
      3. Manage correctness of customer information/data

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Manage customer communication | * Meaning of communication * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Organization requirements for written and electronic communication methods * Report writing * Ethical work practices in handling communication * Active listening * Feedback * Communicating to customers about the co-operative society products and services | * Observation * Case studies * Individual/group assignments * Role play * Written * Oral |
| 1. Maintain customer records | * Meaning of customer records * Types of customer records * Analysis of customer records * Benefits of customer records * Methods of maintaining customer records * Handling customer complain * Importance of maintaining customer records | * Observation * Case studies * Individual/group assignments * Written * Oral |
| 1. Manage correctness of customer information/data | * Meaning of customer information/data * Meaning of correctness of customer information/data * Methods of capturing customer data * Importance of maintaining customer data * Methods of storing customer data * Meaning of customer data base * Best practises of updating data base * Benefits of verifying customer data base | * Observation * Written * Third party report * Practical |

**Suggested Delivery of Instruction**

* Discussion (Group /Individual)
* Practice by trainee
* Demonstration by trainer
* Exercises
* Role play
* Case study

**Recommended Resources**

* Desktop computers/laptops/software
* Internet connection
* Projectors
* Telephone
* Flip chart
* Marker pen
* Eraser
* Viewing related videos

# MARKETING FUNCTIONS

**UNIT CODE**: BUS/CU/COP/CR/05/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: perform marketing function

**Duration of Unit:** 120 hours

**Unit Description**

This unit specifies the competencies required to perform marketing function. It involves implementing co-operative society products and services promotion activities, managing, co-operative society products and services, identifying co-operative society customer needs and maintaining customer feedback.

**Summary of Learning Outcomes**

1. Implement Co-operative society products and services promotion activities
2. Manage Co-operative society products and services
3. Identify Co-operative society customer needs
4. Maintain customer feedback

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Implement Co-operative society products and services promotion activities | 1. Meaning of products and services 2. Meaning of products and services promotion activities 3. Importance of promotion of products and services 4. Methods of promotion of products and services 5. Costing of promotion activities 6. Selecting best promotion strategies | 1. Observation 2. Written 3. Oral interview 4. Third party report 5. Role play 6. Supervised exercise |
| 2. Manage Co-operative society products and services | 1. Meaning of managing Co-operative society products and services 2. Identifying market opportunities 3. Components of a product and services development plan 4. Preparation of a product and services development plan 5. Procedure for development of new products and services | 1. Observation 2. Written 3. Oral interview 4. Third party report 5. Assignments (Individual/Group) |
| 3.Identify Co-operative society customer needs | 1. Meaning of Co-operative society customer needs 2. Meaning of a market and marketing 3. Meaning of feasibility study 4. Importance of feasibility study 5. Components of a feasibility study plan 6. Preparation of a feasibility study plan 7. Meaning of customer survey 8. Importance of customer survey 9. Methods of conducting customer survey 10. Procedure for analysing customer survey data | 1. Observation 2. Oral interview 3. Written report 4. Third party report 5. Assignments (Individual/Group) |
| 4.Maintain customer feedback | 1. Meaning of customer feedback 2. Process of customer feedback 3. Meaning of customer survey feedback 4. Importance of customer feedback 5. Analysis of customer feedback 6. Methods of collecting customer feedback 7. Preparation of a customer care feedback report | 1. Observation 2. Oral interview 3. Written 4. Third party report 5. Assignments (Individual/Group) |

**Suggested Methods of Instruction**

1. Discussion (Group /Individual)
2. Demonstration by trainer
3. Exercises
4. Role play
5. Case study
6. Presentations
7. Case studies
8. Assignments

**Recommended Resources**

1. Desktop computers/laptops/software
2. Internet connection
3. Projectors
4. Telephone
5. Flip chart
6. Marker pen
7. Eraser
8. Viewing related video clips

# COOPERATIVE SOCIETY POLICIES

**UNIT CODE:** BUS/CU/COP/CR/06/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: implement cooperative society policies

**Duration of Unit:** 120 hours

**Unit Description**

This unit specifies the competencies required to Implement Cooperative Society policies. It involves participating in formulation of cooperative society policies, implementing cooperative society policies, monitoring and evaluating cooperative society policies and reviewing cooperative society policies.

**Summary of Learning Outcomes**

1. Participate in formulation of cooperative society policies
2. Implement cooperative society policies
3. Monitor and Evaluate cooperative society policies
4. Review cooperative society policies

**Learning Outcomes, Content and Methods of Assessment**

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Participate in formulation of cooperative society policies | * + Meaning of policy and procedures   + Purpose of policies   + Importance of policies   + Areas for policy development   + Types of policies   + Laws and regulations governing policy formulation   + Procedure for policy development   + Components of policy formulation plan   + Preparing policy formulation plan   + Factors to consider when developing policies | * Written. * Observation * Third party report * Oral questioning * Interviews |
| 1. Implement cooperative society policies | * + Procedure for policy implementation   + Meaning of implementation schedule   + Components of policy implementation schedule   + Preparing policy implementation schedule   + Cost implication for policy implementation | * + Written.   + Observation   + Third party report   + Oral questioning   + Interviews |
| 1. Monitor and Evaluate cooperative society policies | * Meaning of M&E tool * Components of M&E tool * Process preparing M&E tool * Meaning of M&E plan * Components of M&E plan * Steps of preparing M&E plan * Importance of M&E of policies * Procedure for M&E policies | * Written. * Observation * Third party report * Oral questioning * Interviews |
| 1. Review cooperative society policies | * Purpose of reviewing policies * Procedure for reviewing policies * Identifying policies variances * Process of variance analysis | * Written. * Observation * Third party report * Oral questioning * Interviews |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Sample of Human resource policy
* Sample of Records management policy
* Sample of Procurement policy
* Sample of Credit policy
* Sample of Health Safety and security policy
* Sample of Risk management policy
* Sample of Operations system policy
* Sample of Public relations policy
* Sample of CSR policy
* Sample of M&E tool
* Governance policy
* Dividend policy
* IT Policy
* Marketing Policy
* Investment Policy

# ACTS AND REGULATIONS COMPLIANCE

**UNIT CODE:** BUS/CU/COP/CR/07/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: oversee compliance with acts and regulations

**Duration of Unit:** 100 hours

**Unit Description**

This unit specifies the competencies required to oversee compliance with Acts and regulations. It involves analyzing Acts and regulations, implementing provisions of Acts and regulations, monitoring and evaluating the compliance with Acts and regulations and implementing corrective measures.

**Summary of Learning Outcomes**

1. Analyse Acts and regulations
2. Implement provisions of Acts and regulations
3. Monitor and Evaluate the compliance with Acts and regulations
4. Implement corrective measures

**Learning Outcomes, Content and Methods of Assessment**

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Analyse Acts and regulations | * + Meaning of Acts and regulations   + Types of Acts   + Importance’s of Acts and regulations   + New regulations   + By-law | * Written. * Observation * Third party report * Oral questioning * Interviews |
| 1. Implement provisions of Acts and regulations | * + Procedure for policy implementation   + Components of implementation schedule   + Preparing implementation schedule | * + Written.   + Observation   + Third party report   + Oral questioning   + Interviews |
| 1. Monitor and Evaluate the compliance with Acts and regulations | * Meaning of compliance * Identifying areas of non-compliance * Consequences of non-compliance * Purpose of M&E of compliance | * Written. * Observation * Third party report * Oral questioning * Interviews |
| 1. Implement corrective measures | * Remedies for non-compliance * Procedure for compliance * Components of compliance plan * Preparing a compliance plan | * Written. * Observation * Third party report * Oral questioning * Interviews |

**Suggested Methods of Instruction**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction

**Recommended Resources**

* Cooperative Society Act 2004
* SASRA Act 2010
* By-laws
* Employment Act
* Labour Laws
* Monitoring and Evaluation Act
* Tax regulations
* Banking law
* Auctioneer Act
* AML
* Kenya constitution

# CORPORATE SOCIAL RESPONSIBILITY

**UNIT CODE:** BUS/CU/COP/CR/08/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: manage corporate social responsibility

**Duration of Unit: 9**0 hours

**Unit Description**

This unit specifies the competencies required to manage corporate social responsibility. It involves developing CSR policy, developing a CSR budget, overseeing the implementation of the CSR plan, monitoring and evaluating implementation of the CSR plan and reviewing implementation of the CSR plan.

**Summary of Learning Outcomes**

1. Develop CSR policy
2. Develop a CSR budget
3. Oversee the implementation of the CSR plan
4. Monitor and Evaluate implementation of the CSR plan
5. Review implementation of the CSR plan

**Learning Outcomes, Content and Methods of Assessment**

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Develop CSR policy | * Meaning of CSR * CSR activities * CSR stakeholders * Stakeholders engagement * Reasons for CSR * Importance of CSR * Components of CSR policy * Preparing CSR policy * Importance of CSR policy | * Written. * Observation * Third party report * Oral questioning * Interviews |
| 1. Develop a CSR budget | * Sources of funding CSR activities * Components of CSR budget * CSR budget * Importance of CSR budget * Factors to consider when preparing CSR budget | * + Written.   + Observation   + Third party report   + Oral questioning   + Interviews |
| 1. Implement a CSR plan | * Process of preparing CSR schedule * Process of Preparing CSR plan * Procedure for implementing CSR activities * Challenges of CSR implementation | * Written. * Observation * Third party report * Oral questioning * Interviews |
| 1. Monitor and Evaluate implementation of the CSR plan | * M&E tools * Analysing effectiveness of CSR activities * Purpose of M&E | * Written. * Observation * Third party report * Oral questioning * Interviews |
| 1. Review implementation of the CSR plan | * Criteria for reviewing CSR activities * Performance measurements * Determining CSR activities variances * Corrective measures | * Written. * Observation * Third party report * Oral questioning * Interviews |

**Suggested Methods of Instruction**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Case Study
* Direct instruction

**Recommended Resources**

* Sample CSR policy