

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**FOREX AND SECURITIES TRADING**

**LEVEL 4**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement 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. 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 Business 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 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 increases the global competitiveness of Kenyan labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Finance and Sales Sector Skills Advisory Committee (SSAC) have developed Occupational Standards for Forex and Securities Trader. These standards will be the basis for development of competency-based curriculum for Forex and Securities Trading level 4.

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, Finance and Sales 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 Finance and Sales Sectors kills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Business 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 workers in Business Sector acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

# ABBREVIATION AND ACRONYMS

A Control version

AIDS Acquired Immunodeficiency Syndrome

BC Basic Unit

BUS Business

CBET Competency Based Education and Training

CBK Central Bank of Kenya

CC Common unit

CDACC Curriculum Development Assessment Certification Council

CEO Council Secretary

CFTC Commodities Futures Trading Commission

CMA Capital Markets Authority

CR Core Unit

CU Curriculum

CySec Cyprus Securities Exchange

ESMA European Securities Market Authority

FCA Financial Conduct Authority

FX Forex

HIVHuman Immuno-Deficiency Virus

ICT Information Communication Technology

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

LCD Liquid Crystal Display

NFA National Futures Association

OS Occupational Standards

OSH Occupational Safety and Health

OSHA Occupation Safety and Health Act

OSHS Occupation Safety and Health Standards

PESTEL Political Environmental Social Technological Economic Legal

PESTEL Political, Economic, Social, Technological, Environmental and Legal

PPE Personal Protective Equipment

Q&A Questions and Answer

RBA Retirement Benefits Authority

SSAC Sector Skills Advisory Committee

SWOT Strength Weakness Opportunity Threat

TVET Technical and Vocational Education and Training

**KEY TO UNIT CODE**

 BUS/CU/FRX/BC/01/4/A

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Version control

#

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# COURSE OVERVIEW

Forex and Securities Trading Level 4 consist of competencies that an individual must achieve to trade and manage securities in the forex business sector. It entails trading currencies in financial markets, controlling currencies risks and communicating currencies financial information.

This qualification consists of the following basic and core competencies:

**BASIC UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** | **Duration**  | **Credit factor**  |
| BUS/CU/FX/BC/01/4 | Communication skills | 20 | 2 |
| BUS/CU/FX/BC/02/4 | Numeracy skills | 25 | 2.5 |
| BUS/CU/FX/BC/03/4 | Digital literacy | 35 | 3.5 |
| BUS/CU/FX/BC/04/4 | Entrepreneurial skills | 60 | 6 |
| BUS/CU/FX/BC/05/4 | Employability skills | 30 | 3 |
| BUS/CU/FX/BC/06/4 | Environmental literacy | 20 | 2 |
| BUS/CU/FX/BC/07/4 | Occupational safety and health practices | 20 | 2 |
| **Total**  |  | **210** | **21** |

**COMMON UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration**  | **Credit factor**  |
| BUS/CU/FX/CC/01/4 | Financial Markets | 100 | 10 |
| **TOTAL**  | **100** | **10** |

**CORE UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration**  | **Credit factor**  |
| BUS/CU/FX/CR/01/4 | Trading Currencies in Financial Markets | 130 | 13 |
| BUS/CU/FX/CR/02/4 | Currencies Risks Control | 40 | 4 |
| BUS/CU/FX/CR/03/4 | Currencies Financial Information | 40 | 4 |
|  | Industrial attachment | 480 | 48 |
| **Total**  | **690** | **69** |
| **Grand total**  | **1000** | **100** |

**Industrial Attachment**

It is envisaged that the trainee will have undergone a field training and assessment with a recognized finance and sales firm and processing firm as a prerequisite for completion of this training course. At least 480 hours (12 weeks) 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. Attained KCSE Qualification mean grade least D (plain)

**Or**

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

**Trainer qualification**

A trainer for this course must have a higher qualification than the course

**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 conducted by accredited external assessors appointed by TVET CDACC.

**Certification**

A candidate will be issued with a National Certificate of Competency on demonstration of competence in a unit of competency. To attain the national qualification Forex securities Level 4, 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/FRX/BC/01/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 20 Hours

**Unit Description**

This unit covers the competencies required demonstrate communication skills. It involves obtaining and conveying workplace information, completing relevant work-related documents, communicating information about workplace processes, leading workplace discussion and communicating workplace issues.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussions
5. Identify and communicate issues arising in the workplace

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Obtain and convey workplace information
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Types of questions
* Organizational policies
* Workplace etiquette
* Ethical work practices in handling communication
 | * Interview
* Third party reports
 |
| 1. Complete relevant work-related documents
 | * Types and purposes of workplace documents and forms
* Methods used in filling forms and documents
* Recording workplace data
* Process of distributing workplace forms and documents
* Report writing
* Types of workplace reports
 | * Interview
* Third party reports
 |
| 1. Communicate information about workplace processes
 | * 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
 | * Interview
* Portfolio
 |
| 1. Lead workplace discussion
 | * Methods of discussion e.g.
	+ Coordination meetings
	+ Toolbox discussion
	+ Peer-to-peer discussion
* Solicitation of response
 | * Interview
* Third party reports
 |
| 1. Identify and communicate issues arising in the workplace
 | * Identification of problems and issues
* Organizing information on problems and issues
* Relating problems and issues
* Communication barriers affecting workplace discussions
 | * Interview
* Portfolio
 |

**Suggested Methods of Instruction**

* Direct instruction
* Demonstration
* Practice assignment
* Discussion
* Role play
* Brainstorming

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone
* Report writing templates

# NUMERACY SKILLS

**UNIT CODE:** **BUS/CU/FRX/BC/02/4/A**

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves identifying and using whole numbers and simple fractions, decimals and percentages for work, identifying, measuring and estimating familiar quantities for work, reading and using familiar maps, plans and diagrams for work, identifying and describing common 2D and some 3D shapes for work, constructing simple tables and graphs for work using familiar data and identifying and interpreting information in familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work
 | * Whole numbers
* Simple fractions
* Decimals
* Percentages
* Sizes
* Problem solving methods
* Calculations using the 4 operations
* Recording and communicating numerical information
 | * Written
* Practice assignments

  |
| 2. Identify, measure and estimate familiar quantities for work | * Measurement information
* Units of measurement
* Estimate familiar and simple amounts
* Selection of appropriate measuring equipment
* Calculate using familiar units of measurement
* Check measurements and results against estimates
* Using informal and some formal mathematical and general language
* Record or report results
 | * Written
* Practice assignments
 |
| 3. Read and use familiar maps, plans and diagrams for work | * Maps, plans and diagrams
* Locate items and places in familiar maps, plans and diagrams
* Recognize common symbols and keys in familiar maps, plans and diagrams
* Direction and location of objects, or route or places
* Use of informal and some formal oral mathematical language and symbols
 | * Practical test
* Written
 |
| 4. Identify and describe common 2D and some 3D shapes for work | * Common 2D shapes and 3D shapes
* Classification of common 2D shapes and designs
* Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes
* Construction of common 2D shapes
* Match common 3D shapes to their 2D sketches or nets
 | * Written
* Practical test
 |
| 5. Construct simple tables and graphs for work using familiar data | * Types of graphs
* Determination of data to be collected
* Selection of data collection method
* Collection of data
* Determination of variables from the data collected
* Order and collate data
* Construct a table and enter data
* Construct a graph using data from table
* Check results
* Report or discuss graph information related to work using informal and some formal mathematical and general language
 | * Written
* Practical test
 |
| 6. Identify and interpret information in familiar tables, graphs and charts for work | * Tables construction and labeling
* i.e. title, headings, rows and columns
* Interpreting information and data in simple tables
* Relaying information of relevant workplace tasks on/in a table
* Identify familiar graphs and charts in familiar texts and contexts
* Locate title, labels, axes, scale and key from familiar graphs and charts
* Identify and interpret information and data in familiar graphs and charts
* Relate information to relevant workplace tasks
 | * Written
* Practical test
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Projectors
* Writing boards
* Mathematical tables

# DIGITAL LITERACY

**UNIT CODE:** BUS/CU/FRX/BC/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 35 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving task sand applying internet and email in communication at workplace.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software
 | * Meaning of a computer
* Functions of a computer
* Components of a computer
* Classification of computers
 | * Written tests
* Oral
* 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
 | * Written tests
* Oral presentation
* Observation
* Projects
 |
| 1. Apply computer software in solving tasks
 | * Operating system
* Word processing
* Spread sheets
* Data base
 | * Oral questioning
* Observation
* Project
 |
| 1. Apply internet and email in communication at workplace
 | * Computer networks
* Uses of internet
* Electronic mail (e-mail) concept
 | * Oral questioning
* Observation
* Oral presentation
* Written report
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical assignment
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

* Desktop computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** BUS/CU/FRX/BC/04/4/A

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 60 hours

**Unit description**

This unit covers the competencies required for creating and maintaining small scale business, establishing small business customer base, managing and growing a micro/small-scale business.

**Summary of Learning Outcomes**

1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/expand small scale business

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Create and maintain small scale business
 | * Starting a small business
* Legal regulatory requirements in starting a small business
* SWOT/ PESTEL analysis
* Conducting market/industry survey
* Generation and evaluation of business ideas
* Matching competencies with business opportunities
* Forms of business ownership
* Location of a small business
* Legal and regulatory requirement
* Resources required to start a small business
* Common terminologies in entrepreneurship
* Entrepreneurship in national development
* Self-employment
* Formal and informal employment
* Entrepreneurial culture
* Myths associated with entrepreneurship
* Types, characteristics, qualities & role of entrepreneurs
* History, development and importance of entrepreneurship
* Theories of entrepreneurship
* Quality assurance for small businesses
* Policies and procedures on occupational safety and health and environmental concerns
 | * Individual/group assignments
* projects
* Written
* Oral
 |
| 1. Establish small scale business customer base
 | * Good staff/workers and customer relations
* Marketing strategy
* Identifying and maintain new customers and markets
* Product/ service promotions
* Products / services diversification
* SWOT / PESTEL analysis
* Conducting a business survey
* Generating Business ideas
* Business opportunities
 | * Individual/group assignments
* projects
* Written
* Oral
 |
| 1. Manage small scale business
 | * Organization of a small business
* Small business’ business plan
* Marketing for small businesses
* Managing finances for small business
* Production/ operation process for goods/services
* Small business records management
* Book keeping and auditing for small businesses
* Business support services
* Small business resources mobilization and utilization
* Basic business social responsibility
* Management of small business
* Word processing concepts in small business management
* Computer application software
* Monitoring and controlling business operations
 | * Oral
* Individual/group assignments
* projects
* Written
 |
| 1. Grow/expand small scale business
 | * Methods of growing small business
* Resources for growing small business
* Small business growth plan
* Computer software in business development
* ICT and business growth
 | * Individual/group assignments
* projects
* Written
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practice by trainee
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan templates
* Lap top/ desk top computer
* Internet
* Telephone
* Writing materials

## EMPLOYABILITY SKILLS

**UNIT CODE:** BUS/CU/FRX/BC/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 30 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management
 | * Self-awareness
* Formulating personal vision, mission and goals
* Strategies for overcoming life challenges
* Emotional intelligence
* Assertiveness
* 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
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate critical safe work habits
 | * Stress and stress management
* Punctuality and time consciousness
* Interpersonal communication
* Sharing information
* 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
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace learning
 | * Personal training needs identification and assessment
* 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
* Workplace innovation
* Performance improvement
* Handling emerging issues
* Future trends and concerns in learning
 | * Written tests
* Oral questioning
* 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
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

# ENVIRONMENTAL LITERACY

**UNIT CODE:** BUS/CU/FRX/BC/06/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 20hours

**Unit Description**

# This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, demonstrating sustainable resource use and evaluating current practices in relation to resource usage.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental pollution
3. Demonstrate sustainable use of resources
4. Evaluate current practices in relation to resource usage

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard
 | * 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 tests
* Oral questions
* Observation of work procedures
 |
| 1. Control environmental Pollution
 | * 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 tests
* Oral questions
* Observation of work procedures
* Role play
 |
| 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 tests
* Oral questions
* Observation of work procedures
 |
| 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 tests
* Oral questions
* Observation of work procedures
 |
| 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 tests
* Oral questions
* Observation of work procedures
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** BUS/CU/FRX/BC/07/4/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves adhering to workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

**Summary of Learning Outcomes**

1. Adhere to workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment****Methods** |
| 1. Adhere to workplace procedures for hazards and risk prevention
 | * Arrangement of work area and items in accordance with Company housekeeping procedures
* Adherence to work standards and procedures
* Application of preventive and control measures, including use of safety gears/PPE
* Study and apply standards and procedures for incidents and emergencies.
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Participate in arrangements for workplace safety and health maintenance
 | * Participating in orientations on OSH requirements/regulations of tasks
* Providing feedback on health, safety, and security concerns to appropriate personnel as required in a sufficiently detailed manner
* Practice workplace procedures for reporting hazards, incidents, injuries and sickness
* OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel
* Identification of needed OSH-related trainings are proposed to appropriate personnel
 | * 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**

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

#

# COMMON UNITS OF LEARNING

# FINANCIAL MARKETS

**UNIT CODE:** BUS/CU/FRX/CC/01/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Apply Knowledge of Financial Markets

**Duration of Unit:** 100 hours

**Unit Description**

This unit specifies the competencies required to apply knowledge of financial markets. It involves; determining financial institutions and markets, operating financial market simulators, conducting financial market analysis, determining financial business risks, documenting financial markets compliance standards and documenting financial markets compliance reports.

**Summary of Learning Outcomes**

1. Determine financial institutions and markets
2. Operate financial market simulators
3. Conduct financial market analysis
4. Determine financial business risks
5. Document financial market compliance standards
6. Document financial markets compliance reports

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Determine financial institutions and markets
 | * Introduction to finacial institutions and markets
* Financial institutions in forex and securities
* Market hierarchy
* Central banks
* Major central banks
* Commercial banks
* Investment banks
* Brokerage firms
* Asset management firms
* Hedge funds
* Mutual funds
* Pension funds
* Functions, roles and responsibilitiesof Financial institutions in forex and securities
* Financial institutions regulatory and compliance obligations in forex and securities
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| 1. Operate financial market simulators
 | * Meaning of financial market simulators terms
* Types of market simulators
* Classification of market simulators
* Market simulators configuration
* Market simulators testing procedures
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| 1. Conduct

financial market analysis | * Financial market analysis structure
* Foreign exchange market
* Debt markets
* Equity markets
* Derivatives
* Financial market strategies
* Financial market analysis procedures
* Fundamental analysis
* Technical analysis
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| 1. Determine financial business risks
 | * Introduction to financial business risks
* Types of risks
* Liquidity risk
* Foreign exchange risk
* Operational risk
* Market risk
* Strategic risk
* Reputational risk
* Financial risk
* Compliance risk
* Risk monitoring and evaluation
* Risk mitigation
* Aknowledgement of risk
* Risk avoidance
* Transfer risk
* Limit risk
* Risk urgency
* Risk category
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| 1. Document financial market compliance standards
 | * Meaning of financial market compliance standards terms
* Compliance policies
* Compliance structures
* Compliance standards implementation
* Monitoring and evaluation of market compliance
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| 1. Documenting financial markets compliance reports
 | * Meaning of financial market compliance reportsterms
* financial markets compliance standards
* Procedures for market compliance reports
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |

**Suggested Methods of Instruction**

* Demonstration by trainer
* Direct instruction
* Project
* Discussions

**Recommended Resources**

* Computers
* Internet
* Trading simulators
* Stationery
* Recorders
* Dealing room (fully furnished)
* Administrative office

#

# CORE UNITS OF LEARNING

# TRADING CURRENCIES IN FINANCIAL MARKETS

**UNIT CODE:** BUS/CU/FRX/CR/01/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Trade Currencies in Financial Markets

**Duration of Unit:** 130 hours

**Unit Description**

This unit specifies the competencies required to trade currencies in financial markets. It involves; developing currencies trading plan, conducting currencies trading, processing currencies financial data and documenting currencies trading reports.

**Summary of Learning Outcomes (elements)**

1. Develop currencies trading plan
2. Conduct currencies trading
3. Process currencies financial data
4. Document currencies trading reports

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * 1. Develop currencies trading plan
 | * Introduction to trading currencies in financial markets
* Financial instruments
* Currencies
* Currency symbols
* Currency pairs
* Classification of currencies
* Trading plans
* Categories of trading
* Trading sessions
* Types of traders
* Market segment
* Capital markets
* Primary markets
* Secondary markets
* Derivative markets
* Rules and regulations
* Trading reports
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| * 1. Conduct currencies trading
 | * Categories of orders
* Market execution
* Buy orders
* Sell orders
* Pending orders
* Buy stop
* Sell stop
* Buy limit
* Sell limit
* Characteristics of the order
* Price
* Stop loss
* Take profit
* Lot size
* Instrument traded
* Clients’ orders
* Types of client
* Client needs etc
* Managing currencies financial orders
* Targets
* Losses
* Client specifications
* Order execution
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| * 1. Process currencies financial data
 | * Generating currencies data
* Trading systems
* Classifying currencies financial data
* Fundamental data
* Technical data
* Analysing currencies financial data
* Fundamental analysis
* News analysis
* Company growth
* Company projections
* Income
* Economic, political and social developments and challenges
* Future trends and concerns
* Technical analysis
* Supply and demand
* Technical indicators
* Chart analysis
* Establish currencies financialbusiness standards
* Local and international best practices
* Generate currencies financial report
* Archiving currencies financial data
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| * 1. Document currencies trading reports
 | * Sources of data
* Methods of data collection
* Classification of data
* Comparative currencies financial analysis
* Data presentation
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |

**Suggested Methods of Instruction**

* Demonstration by trainer
* Direct instruction
* Project
* Discussions

**Recommended Resources**

* Computers
* Internet
* Trading simulators
* Stationery
* Recorders
* Dealing room (fully furnished)
* Administrative office

# CURRENCY RISKS CONTROL

**UNIT CODE:** BUS/CU/FRX/CR/02/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Control Currency Risks

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to control currency risks. It involves; determining currencies risks, documenting currencies risk registers, rating cards and reporting strategies, conducting currencies risks mitigation and compliance, monitoring currencies financial business processes and risks, and documenting currencies financial risk report.

**Summary of Learning Outcomes**

1. Determine currencies risks
2. Document currencies risk registers, rating cards and reporting strategies
3. Conduct currencies risks mitigation and compliance
4. Monitor currencies financial business processes and risks
5. Document currencies risk report

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Determine currencies risks
 | * Introduction to currencies risks control
* Types of risks
* Methods of risk assessment
* Risk control measures
* Evaluation of risk control meausres
* Classification of currencies risks
* Market segment impact
* Likelyhood of occurrence
* Required countermeasures
* Documentation methods of currencies risks
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| 1. Document currencies risk registers, rating cards and reporting strategies
 | * Meaning of currency risk terms
* Risk policies
* Types of risk strategies
* Compliance
* Operational
* Strategic
* Financial
* Risk control
* Source identification
* Measuring risk
* Plans to address the risk
* Monitor the risk
* Currencies risks registers
* Currencies risks rating cards
* Currencies risks reporting strategies
* Risk reporting systems
* Risk performance indicators
* Reporting protocols
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| 1. Conduct currencies risks mitigation and compliance
 | * Compliance policies and regulations
* Intertenal factors
* External factors
* Compliance levels of different risks
* Monitoring risks and compliance
* Risk mitigation and compliance matrix
* Aknowledgement of risk
* Risk avoidance
* Transfer risk
* Limit risk
* Risk urgency
* Risk category
* Risk compliance documenting and reporting
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| 1. Monitor currencies financial business processes and risks
 | * Currencies financial business processes and risks monitoring strategies
* Financial statements
* Automation
* Analysis of overheads
* Risk mitigation monitoring matrices
* Risk monitoring and control strategies
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| 1. Document currencies risk report
 | * Data collection methods
* Registration
* Questionnaires
* Interviews
* Direct observation
* Reporting
* Currencies risk reporting
* Risk and compliance reporting
* Record maintenance
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |

**Suggested Methods of Instruction**

* Demonstration by trainer
* Direct instruction
* Project
* Discussions

**Recommended Resources**

* Computers
* Internet
* Trading simulators
* Stationery
* Recorders
* Dealing room (fully furnished)
* Administrative office

# CURRENCIES FINANCIAL INFORMATION

**UNIT CODE:** BUS/CU/FRX/CR/03/4/A

**Relationship to Occupational Standards**

This unit of learning addresses the unit of competency: Communicate Currencies Financial Information

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies competencies required to communicate currencies financial information. It involves; documenting currencies financial information communication policy, analysing currencies financial information to communicate, documenting currencies financial information communication standards, monitoring currencies financial information communication compliance and documenting currencies financial information communication reports.

**Summary of Learning Outcomes**

1. Document currencies financial information communication policy
2. Analyse currencies financial information to communicate
3. Document currencies financial information communication standards
4. Monitor currencies financial information communication compliance
5. Document currencies financial information communication reports

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Document currencies financial information communication policy
 | * Introduction to currencies financial information
* Documentation of currencies financial information legal framework
* Documentation currencies financial information policies
* Documentation communication guidelines
* Documentation information dissemination guidelines.
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| 1. Analyse currencies financial information to communicate
 | * Identification of types of currencies financial information
* Structuring of currencies financial information
* Classification of currencies financial information
* Integrity of currencies financial information
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| 1. Document currencies financial information communication standards
 | * Meaning of communication standards terms
* Documentation of information communication standards
* Implementation of communication strategies
* Adoption procedures
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| 1. Monitor currencies financial information communication compliance
 | * Meaning of communication complianceterms
* Monitoring and evaluation strategies
* Validation compliance procedures
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |
| 1. Document currencies financial information communication reports
 | * Meaning of communication reports terms
* Evaluation of communication standards
* Documentation of communication reports
 | * Projects (Individual/group)
* Oral questions
* Written tests
* Observation
 |

**Suggested Methods of Instruction**

* Demonstration by trainer
* Direct instruction
* Project
* Group discussions

**Recommended Resources**

* Computers
* Internet
* Trading simulators
* Stationery
* Recorders
* Dealing room (fully furnished)
* Administrative office