

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**FOREX AND SECURITIES TRADING**

**LEVEL 5**



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 the achievement of 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 sector 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 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

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 5.

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**

# ABBREVIATIONS AND ACRONYMS

A Control version

AIDS Acquired Immunodeficiency Syndrome

BC Basic Unit

BUS Business

CBET Competency Based Education and Training

CC Common unit

CDACC Curriculum Development Assessment Certification Council

CEO Council Secretary

CR Core Unit

CU Curriculum

FRX Forex

HIVAcquired Immunodeficiency Virus

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

LCD Liquid Crystal Display

OSH Occupational Safety and Health

PESTEL Political Environmental Social Technological Economic Legal

PPE Personal Protective Equipment

Q&A Questions and Answer

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/01/5/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 5 consist of competencies that an individual must achieve to trade and manage securities in the forex business sector. It entails trading currencies and stocks in financial markets, managing currencies and stocks risks, managing financial investments and communicating currencies and stocks financial information

This qualification consists of the following basic, common and core units of learning as shown below:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration** | **Credit factor** |
| BUS/CU/FRX/BC/01/5/A | Communication Skills | 25 | 2.5 |
| BUS/CU/FRX/BC/02/5/A | Numeracy Skills | 40 | 4.0 |
| BUS/CU/FRX/BC/03/5/A | Digital Literacy | 45 | 4.5 |
| BUS/CU/FRX/BC/04/5/A | Entrepreneurial Skills | 70 | 7.0 |
| BUS/CU/FRX/BC/05/5/A | Employability Skills | 50 | 5.0 |
| BUS/CU/FRX/BC/06/5/A | Environmental Literacy | 25 | 2.5 |
| BUS/CU/FRX/BC/07/5/A | Occupational Safety and Health Practices | 25 | 2.5 |
| **Subtotal 1** |  | **280** | **28.0** |

**Common Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration** | **Credit factor** |
| BUS/CU/FRX/CC/01/5/A | Apply Knowledge of Financial Markets | 180 | 18.0 |
| **Subtotal 2** | | **180** | **18.0** |

**Core Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration** | **Credit factor** |
| BUS/CU/FRX/CR/01/5/A | Trading Currencies and Stocks in Financial Markets | 200 | 20.0 |
| BUS/CU/FRX/CR/02/5/A | Manage Currencies and Stocks Financial Risks | 100 | 10.0 |
| BUS/CU/FRX/CR/03/5/A | Manage Currencies and Stocks financial investments | 180 | 18.0 |
| BUS/CU/FRX/CR/04/5/A | Communicate currencies and Stocks Financial Information | 100 | 10.0 |
| BUS/CU/FRX/CR/04/5/A | Industrial attachment | 360 | 36.0 |
| **Grand total** |  | **1400** | **140.0** |

**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 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. Attained KCSE Qualification mean grade least D (plain)

**Or**

1. Artisan Certificate in forex and securities trading (level 4)

**Or**

1. Equivalent qualifications in a related field 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 conducted by accredited external assessors appointed by 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 National Qualification Forex Securities Level 5, 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/01/5/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 Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 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/FRX/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 Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 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/FRX/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 Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 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/FRX/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 Outcome** | **Content** | **Suggested Assessment Methods** |
| 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/FRX/BC/05/5/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 Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management | 1. Self-awareness 2. Formulating personal vision, mission and goals 3. Strategies for overcoming life challenges 4. Emotional intelligence 5. Assertiveness versus aggressiveness 6. Expressing personal thoughts, feelings and beliefs 7. Developing and maintaining high self-esteem 8. Developing and maintaining positive self-image 9. Articulating ideas and aspirations 10. Accountability and responsibility 11. Good work habits 12. Self-awareness 13. Self-development 14. Financial literacy 15. Healthy lifestyle practices | 1. Written tests 2. Oral questioning 3. Interviewing 4. Portfolio of evidence 5. Third party report |
| 1. Demonstrate interpersonal communication | 1. Meaning of interpersonal communication 2. Listening skills 3. Types of audience 4. Writing skills 5. Reading skills 6. Meaning of empathy 7. Understanding customers’ needs 8. Establishing communication networks 9. Sharing information | 1. Written tests 2. Oral questioning 3. Interviewing 4. Portfolio of evidence 5. Third party report |
| 1. Demonstrate critical safe work habits | 1. Stress and stress management 2. Punctuality and time consciousness 3. Leisure 4. Integratingpersonal objectives into organizational objectives 5. Resources utilization 6. Setting work priorities 7. HIV and AIDS 8. Drug and substance abuse 9. Handling emerging issues | 1. Written tests 2. Oral questioning 3. Interviewing 4. Portfolio of evidence 5. Third party report |
| 1. Lead a small team | 1. Leadership qualities 2. Team building 3. Determination of team roles and objectives 4. Team performance indicators 5. Responsibilities in a team 6. Forms of communication 7. Complementing team activities 8. Gender and gender mainstreaming 9. Human rights 10. Maintaining relationships 11. Conflicts and conflict resolution | 1. Written tests 2. Oral questioning 3. Interviewing 4. Portfolio of evidence 5. Third party report |
| 1. Plan and organize work | 1. Functions of management  * Planning * Organizing  1. Time management 2. Decision making process 3. Task allocation 4. Evaluating work activities 5. Resource utilization 6. Problem solving 7. Collecting and organising information | 1. Written tests 2. Oral questioning 3. Interviewing 4. Portfolio of evidence 5. Third party report |
| 1. Maintain professional growth and development | 1. Opportunities for professional growth 2. Assessing training needs 3. Licenses and certifications for professional growth and development 4. Pursuing personal and organizational goals 5. Identifying work priorities 6. Recognizing career advancement | 1. Written tests 2. Oral questioning 3. Interviewing 4. Portfolio of evidence 5. Third party report |
| 1. Demonstrate workplace learning | 1. Managing own learning 2. Contributing to the learning community at the workplace 3. Cultural aspects of work 4. Variety of learning context 5. Application of learning 6. Safe use of technology 7. Identifying opportunities 8. Generating new ideas 9. Workplace innovation 10. Performance improvement 11. Handling emerging issues 12. Future trends and concerns in learning | 1. Written tests 2. Oral questioning 3. Interviewing 4. Portfolio of evidence 5. Third party report |
| 1. Demonstrate problem solving skills | 1. Problem identification 2. Problem solving 3. Application of problem-solving strategies 4. Resolving customer concerns | 1. Written tests 2. Oral questioning 3. Interviewing 4. Portfolio of evidence 5. Third party report |
| 1. Demonstrate workplace ethics | 1. Meaning of ethics 2. Ethical perspectives 3. Principles of ethics 4. Values and beliefs 5. Ethical standards 6. Organization code of ethics 7. Common ethical dilemmas 8. Organization culture 9. Corruption, bribery and conflict of interest 10. Privacy and data protection 11. Diversity, harassment and mutual respect 12. Financial responsibility/accountability 13. Etiquette 14. Personal and professional integrity 15. Commitment to jurisdictional laws 16. Emerging issues in ethics | 1. Written tests 2. Oral questioning 3. Interviewing 4. Portfolio of evidence 5. Third party report |

**Suggested Methods of Instruction**

1. Demonstrations
2. Simulation/Role play
3. Discussion
4. Presentations
5. Case studies
6. Q&A

**Recommended Resources**

1. Computers
2. Stationery
3. Charts
4. Video clips
5. Audio tapes
6. Radio sets
7. TV sets
8. LCD projectors

# ENVIRONMENTAL LITERACY

**UNIT CODE:** BUS/CU/FRX/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 Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 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/FRX/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 Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 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

# COMMON UNITS OF LEARNING

# FINANCIAL MARKETS

**UNIT CODE:** BUS/CU/FRX/CC/01/5/A

**Relationship to Occupational Standards**

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

**Duration of Unit**: 180 hours

**Unit Description**

This unit specifies the competencies required to demonstrate understanding of financial markets. It involves; identifying financial institutions, developing financial products, managing financial market simulators, analyzing financial business and markets, managing financial business risks, managing financial markets compliance standards and preparing financial market compliance report.

**Summary of Learning Outcomes**

1. Identify financial institutions and markets
2. Develop financial products
3. Manage financial market simulators
4. Conduct financial business and market analysis
5. Manage financial business risks
6. Manage financial markets compliance standards
7. Prepare financial market compliance report

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Identify financial institutions and markets | * Introduction to financial institutions and markets * Financial institutions and markets in forex and securities * Functions, roles and responsibilities of financial institutions and markets in forex and securities * Financial institutions and markets regulatory and compliance obligations in forex and securities | * Projects/practical (Individual/group assignment) * Oral * Written * Direct observation |
| 1. Develop financial products | * Meaning of terms * Classes of financial assets * Purposes of Financial products * Legal framework | * Projects/practical (Individual/group assignment) * Oral * Written * Direct observation |
| 1. Manage financial market simulators | * Meaning of terms * Types of market simulators * Classification of market simulators * Market simulators configuration * Market simulators testing procedures | * Projects/practical (Individual/group assignment) * Oral * Written * Direct observation |
| 1. Conduct financial business and market analysis | * Financial business and market analysis structures * Financial business and market strategies * Financial business and market analysis procedures * Financial business and market analysis | * Projects/practical (Individual/group assignment) * Oral * Written * Direct observation |
| 1. Manage financial business risks | * Introduction to financial business risks * Types of risks * Risk monitoring and evaluation * Risk mitigation | * Projects/practical (Individual/group assignment) * Oral * Written * Direct observation |
| 1. Manage financial markets compliance standards | * Meaning of terms * Compliance policies * Compliance structures * compliance standards implementation * Monitoring and evaluation of market compliance | * Projects/practical (Individual/group assignment) * Oral * Written * Direct observation |
| 1. Prepare financial market compliance report | * Meaning of terms * Market compliance standards * Procedures for market compliance reports | * Projects/practical (Individual/group assignment) * Oral * Written * Direct 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 AND STOCKS IN FINANCIAL MARKETS

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

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Trade currencies and stocks in financial markets

**Duration of Unit:** 200 hours

**Unit Description**

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

**Summary of Learning Outcomes (elements)**

1. Develop currencies and stocks financial trading plan
2. Conduct currencies and stocks financial trading
3. Process currencies and stocks financial data
4. Prepare currencies and stocks financial trading reports

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * 1. Develop currencies and stocks financial trading plan | * Introduction to trading currencies and stocks in financial markets * Financial instruments * Currencies * Currency symbols * Currency pairs * Classification of currencies * Stocks * Types of stock exchanges * 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 questioning * Written tests * Observation |
| * 1. Conduct currencies and stocks financial 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 and stocks financial orders * Targets * Losses * Client specifications * Order execution | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| * 1. Process currencies and stocks financial data | * Generating currencies and stocks financial data * Trading systems * Classifying currencies and stocks financial data * Fundamental data * Technical data * Analysing currencies and stocks 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 and stocks financial business standards * Local and international best practices * Generate currencies and stocks financial report * Archiving currencies and stocks financial data | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| * 1. Prepare currencies and stocks financial trading reports | * Sources of data * Methods of data collection * Classification of data * Comparative currencies and stocks financial analysis * Data presentation | * Projects (Individual/group) * Oral questioning * 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 AND STOCKS RISKS MANAGEMENT

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

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage Currencies and Stocks Financial Risks

**Duration of Unit:** 100 hours

**Unit Description**

This unit specifies the competencies required to manage currencies and stocks financial risks. It involves; determining currencies and stocks financial risks, developing currencies and stocks financial risk policies registers, rating cards and reporting strategies, enforcing currencies and stocks financial risks mitigation and compliance, monitoring currencies and stocks financial business processes and risks and preparing currencies and stocks financial risk report.

**Summary of Learning Outcomes**

1. Determine currencies and stocks financial risks
2. Develop currencies and stocks financial risk policies registers, rating cards and reporting strategies
3. Enforce currencies and stocks financial risks mitigation and compliance
4. Monitor currencies and stocks financial business processes and risks
5. Prepare currencies and stocks financial risk report

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Determine currencies and stocks financial risks | * Introduction to currencies and stocks financial risks management * Types of risks * Methods of risk assessment * Risk control measures * Evaluation of risk control meausres * Classification of currencies and stocks financial risks * Market segment impact * Likelyhood of occurrence * Required countermeasures * Documentation methods of currencies and stocks financial risks | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| 1. Develop currencies and stocks financial risk registers, rating cards and reporting strategies | * Meaning of terms * Risk policies * Types of risk strategies * Compliance * Operational * Strategic * Financial * Risk management * Source identification * Measuring risk * Plans to address the risk * Monitor the risk * Currencies and stocks financial risks registers * Currencies and stocks financial risks rating cards * Currencies and stocks financial risks reporting strategies * Risk reporting systems * Risk performance indicators * Reporting protocols | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| 1. Enforce currencies and stocks financial 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 questioning * Written tests * Observation |
| 1. Monitor currencies and stocks financial business processes | * Currencies and stocks financial business processes monitoring strategies * Financial statements * Automation * Analysis of overheads * Risk mitigation monitoring matrices * Risk monitoring and management strategies | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| 1. Prepare currencies and stocks financial risk report | * Data collection methods * Registration * Questionnaires * Interviews * Direct observation * Reporting * Currencies and stocks financial risk reporting * Risk and compliance reporting * Record maintenance | * Projects (Individual/group) * Oral questioning * 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 AND STOCKS FINANCIAL INVESTMENTS MANAGEMENT

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

**Relationship to Occupational Standards**

This unit of learning addresses the unit of competency: Manage Currencies and Stocks Financial Investments

**Duration of Unit:** 180 hours

**Unit Description**

This unit specifies the competencies required to manage currencies and stocks financial investments. It involves; developing currencies and stocks financial investment policy, determining currencies and stocks financial investment compliance standards, carrying out currencies and stocks financial investment strategy, managing currencies and stocks financial investment risks, managing currencies and stocks financial investment portfolio performance and preparing currencies and stocks financial investments compliance report.

**Summary of Learning Outcomes**

1. Develop currencies and stocks financial investment policy
2. Determine currencies and stocks financial investment compliance standards
3. Carry out currencies and stocks financial investment strategy
4. Manage currencies and stocks financial investment risks
5. Manage currencies and stocks financial investment portfolio performance
6. Prepare currencies and stocks financial investments compliance report

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Develop currencies and stocks financial investment policy | * Introduction to investment policy * Investment policy development process * Structuring investment strategies * Client information guidelines * Approval of investment policy | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| 1. Determine currencies and stocks financial investment compliance standards | * Meaning of compliance related terms * Indicators of investment compliance * Monitoring currencies and stocks financial investment compliance standards * Currencies and stocks financial investment compliance reporting. | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| 1. Carry out currencies and stocks financial investment strategy | * Meaning of financial investment strategyterms * Categories of currencies and stocks financial investment strategies * Implementation of currencies and stocks financial strategies * Monitoring investment strategies | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| 1. Manage currencies and stocks financial investment risks | * Introduction of currencies and stocks financial investment risks * Types of investment risks * currencies and stocks financial investments risk matrix * Risk mitigation strategies | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| 1. Manage currencies and stocks financial investment portfolio performance | * Introduction to currencies and stocks financial investment portfolio performance reports * Portfolio performance evaluation * Portfolio performance analysis | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| 1. Prepare currencies and stocks financial investments compliance report | * Meaning of compliance report terms * Compliance standards * Procedures for currencies and stocks financial investment compliance reports | * Projects (Individual/group) * Oral questioning * 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 AND STOCKS FINANCIAL INFORMATION

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

**Relationship to Occupational Standards**

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

**Duration of Unit:** 100 hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Develop communication policy
2. Analyse currencies and stocks financial information
3. Develop communication standards
4. Monitor communication compliance
5. Prepare currencies and stocks financial communication reports

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Develop communication policy | * Introduction to currencies and stocks financial information * Currencies and stocks financial information legal framework * Currencies and stocks financial information policies * Communication guidelines * Information dissemination guidelines. | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| 1. Analyse currencies and stocks financial information | * Types of currencies and stocks financial information * Currencies and stocks financial information structure * Classification of currencies and stocks financial information * Integrity of currencies and stocks financial information | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| 1. Develop communication standards | * Meaning of communication standards terms * Formulation of information communication standards * Implementation of communication strategies * Adoption procedures | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| 1. Monitor communication compliance | * Meaning of communication complianceterms * Monitoring and evaluation strategies * Validation compliance procedures | * Projects (Individual/group) * Oral questioning * Written tests * Observation |
| 1. Prepare currencies and stocks financial communication reports | * Meaning of communication reports terms * Communication standards * Procedures for communication reports | * Projects (Individual/group) * Oral questioning * 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