****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**MARKETING MANAGEMENT**

**LEVEL 6**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

First published 201

 ©2018, TVET CDACC

All rights reserved. No part of these Curriculum may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods without the prior written permission of the TVET CDACC, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law. For permission requests, write to the Council Secretary/CEO, at the address below:

**Council Secretary/CEO**

**TVET Curriculum Development, Assessment and Certification Council**

**P.O. Box 15745–00100**

**Nairobi, Kenya**

**Email:** **info@tvetcdacc.go.ke**

# 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 of Kenya’s development blueprint, Vision 2030 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 of Kenya 2010 and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). 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 for Marketing Management level 6 has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for 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 and 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.

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

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

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

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

**CHAIRPERSON, TVET CDACC**

# ACKNOWLEDGMENT

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

I recognize with appreciation the role of the Business Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the 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**

Table of Contents

[FOREWORD ii](#_Toc67910527)

[PREFACE iii](#_Toc67910528)

[ACKNOWLEDGMENT iv](#_Toc67910529)

[ABBREVIATIONS AND ACRONYMS vi](#_Toc67910530)

[KEY TO UNIT CODE vii](#_Toc67910531)

[COURSE OVERVIEW viii](#_Toc67910532)

[BASIC UNITS OF LEARNING 1](#_Toc67910533)

[COMMUNICATION SKILLS 2](#_Toc67910534)

[NUMERACY SKILLS 5](#_Toc67910535)

[DIGITAL LITERACY 10](#_Toc67910536)

[ENTREPRENEURIAL SKILLS 13](#_Toc67910537)

[EMPLOYABILITY SKILLS 17](#_Toc67910538)

[ENVIRONMENTAL LITERACY 23](#_Toc67910539)

[OCCUPATIONAL SAFETY AND HEALTH PRACTICES 27](#_Toc67910540)

[COMMON UNITS OF LEARNING 29](#_Toc67910541)

[BUSINESS RESEARCH AND DEVELOPMENT 30](#_Toc67910542)

[CORE UNITS OF LEARNING 33](#_Toc67910543)

[MARKETING STRATEGY 34](#_Toc67910544)

[MARKET ANALYSIS 38](#_Toc67910545)

[MARKETING COMMUNICATION PLAN 41](#_Toc67910546)

[MARKETING BUDGET 45](#_Toc67910547)

[TRADE CHANNEL PLANS 49](#_Toc67910548)

[CONSUMER EXPERIENCE 53](#_Toc67910549)

[BRAND STRATEGY 57](#_Toc67910550)

[MARKETING PROJECTS 61](#_Toc67910551)

[INNOVATIONS/RENOVATIONS 65](#_Toc67910552)

[DIGITAL MARKETING 68](#_Toc67910553)

# 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

HIVAcquired Immunodeficiency Virus

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

LCD Liquid Crystal Display

MKT Marketing

OSH Occupational Safety and Health

PESTEL Political Environmental Social Technological Economic Legal

POSM Point of Sale

PPE Personal Protective Equipment

Q&A Questions and Answer

RtM Route to Market

SSAC Sector Skills Advisory Committee

SWOT Strength Weakness Opportunity Threat

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

 **BUS/CU/MKT /BC /01/6 A**

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

The Marketing Management level 6 qualifications consist of competencies that an individual must achieve to enable him/her to manage marketing strategy, conduct market analysis, develop marketing communication plan, develop marketing budgets, develop trade channel plan, manage customer experience, develop brand strategy, manage marketing projects, manage innovations /renovations and manage digital marketing

The units of learning comprising marketing level 6 qualifications include the basic, common and core units of learning as shown below:

**Basic** **Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Hours** | **Credit Factors** |
| BUS/CU/MKT/BC/1/6/A | Communication Skills | 40 | 4.0 |
| BUS/CU/MKT/BC/2/6/A | Numeracy Skills | 60 | 6.0 |
| BUS/CU/MKT/BC/3/6/A | Digital Literacy  | 60 | 6.0 |
| BUS/CU/MKT/BC/4/6/A | Entrepreneurial Skills | 100 | 10.0 |
| BUS/CU/MKT/BC/5/6/A | Employability Skills  | 80 | 8.0 |
| BUS/CU/MKT/BC/6/6/A | Environmental Literacy  | 40 | 4.0 |
| BUS/CU/MKT/BC/7/6/A | Occupational Safety and Health Practices  | 40 | 4.0 |
| **Subtotal 1** | **420** | **42.0** |

**Common Units of Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No** | **Unit Code** | **Unit Title** | **Hours** | **Credit Factors** |
| 1. | BUS/CU/MKT/CC/1/6/A | Business Research and Development | 200 | 20.0 |
| **Subtotal 2** | **200** | **20.0** |

**Core units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code**  | **Unit Title** | **Hours** | **Credit Factors** |
| BUS/CU/MKT/CR/1/6/A | Marketing Strategy |  |  |
| BUS/CU/MKT/CR/2/6/A | Market Analysis | 150 | 15.0 |
| BUS/CU/MKT/CR/3/6/A | Marketing Communication Plan | 150 | 15.0 |
| BUS/CU/MKT/CR/4/6/A | Marketing Budgets  |  |  |
| BUS/CU/MKT/CR/5/6/A | Trade Channel Plan | 150 | 15.0 |
| BUS/CU/MKT/CR/6/6/A | Customer Experience | 200 | 20.0 |
| BUS/CU/MKT/CR/7/6/A | Brand Strategy | 180 | 18.0 |
| BUS/CU/MKT/CR/8/6/A | Marketing Projects | 200 | 20.0 |
| BUS/CU/MKT/CR/9/6/A | Innovations /Renovations | 200 | 20.0 |
| BUS/CU/MKT/CR/10/6/A | Digital Marketing | 200 | 20.0 |
| BUS/CU/MKT/CR/11/6/A | Industrial Attachment | 480 | 48.0 |
| **Subtotal 3** |  | **2060** | **206.0** |
| **Grand total** |  | **2680** | **268.0** |

The total duration of the course is 2680 hours

**Entry Requirements**

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

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

**Or**

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

**Industrial attachment**

An individual enrolled in this course will undergo a field attachment in a marketing institution

**Trainer qualification**

The trainer for this course must have a qualification higher than these course

**Assessment**

The course will be assessed at two levels:

1. **Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.
2. **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are accredited by TVET CDACC which also coordinates external assessment.

**Certification**

An individual will be awarded a Certificate of Competency on demonstration of competence in a unit of competency. To be awarded National certificate in Marketing Management Level 6, an individual must demonstrate competence in all the units of competency.

These certificates will be awarded by TVET CDACC in conjunction with the training provider.

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** BUS/CU/MKT/BC/01/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills. It involves, meeting communication needs of clients and colleagues, developing communication strategies, establishing and maintaining communication pathways, conducting interviews, facilitating group discussion and representing the organization.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. 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
* Types of communication strategies
* Elements of communication strategy
 | * Interview
* Written texts
 |
| 1. Develop communication strategies
 | * Dynamics of groups
* Styles of group leadership
* Openness and flexibility in communication
* Communication skills relevant to client groups
 | * Interview
* Written texts
 |
| 1. Establish and maintain communication pathways
 | * Types of communication pathways
 | * Interview
* Written texts
 |
| 1. Promote use of communication strategies
 | * Application of elements of communication strategies
* Effective communication techniques
 | * Interview
* Written texts
 |
| 1. Conduct interview
 | * Types of interview
* Establishing rapport
* Facilitating resolution of issues
* Developing action plans
 | * Interview
* Written texts
 |
| 1. Facilitate group discussion
 | * Identification of communication needs
* Dynamics of groups
* Styles of group leadership
* Presentation of information
* Encouraging group members participation
* Evaluating group communication strategies
 | * Interview
* Written texts
 |
| 1. Represent the organization
 | * Presentation techniques
* Development of a presentation
* Multi-media utilization in presentation
* Communication skills relevant to client groups
 | * Interview
* Written texts
 |

**Suggested Methods of Instruction**

* Discussion
* Role playing
* Simulation
* Direct instruction

**Recommended Resources**

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

# NUMERACY SKILLS

**UNIT CODE:** BUS/CU/MKT/BC/02/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills.

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes the competencies required to demonstrate numeracy skills. It involves applying a wide range of mathematical calculations for work; applying ratios, rates and proportions to solve problems; estimating, measuring and calculating measurement for work; using detailed maps to plan travel routes for work; using geometry to draw and construct 2D and 3D shapes for work; collecting, organizing and interpreting statistical data; using routine formula and algebraic expressions for work and using common functions of a scientific calculator.

**Summary of Learning Outcomes**

1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply a wide range of mathematical calculations for work
 | * Fundamentals of mathematics
* Addition, subtraction, multiplication and division of positive and negative numbers
* Algebraic expressions manipulation
* Forms of fractions, decimals and percentages
* Expression of numbers as powers and roots
 | * Written tests
* Assignments
* Supervised exercises
 |
| 1. Apply ratios, rates and proportions to solve problems
 | * Rates, ratios and proportions
* Meaning
* Conversions into percentages
* Direct and inverse proportions determination
* Performing calculations
* Construction of graphs, charts and tables
* Recording of information
 | * Written tests
* Assignments
* Supervised exercises
 |
| 1. Estimate, measure and calculate measurement for work
 | * Units of measurements and their symbols
* Identification and selection of measuring equipment
* Conversion of units of measurement
* Perimeters of regular figures
* Areas of regular figures
* Volumes of regular figures
* Carrying out measurements
* Recording of information
 | * Assignments
* Supervised exercises
* Written tests
 |
| 1. Use detailed maps to plan travel routes 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
* Planning of routes
* Calculation of distance, speed and time
 | * Written
* Practical test
 |
| 1. Use geometry to 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
* Evaluation of unknown angles
* Use formal and informal mathematical language to describe and compare common angles
* Symmetry and similarity
* Use common geometric instruments to draw two dimensional shapes
* Construct routine three dimensional objects from given nets
 |  |
| 1. Collect, organize and interpret statistical data
 | * + Classification of data
* Grouped data
* Ungrouped data
	+ Data collection
* Observation
* Recording
	+ Distinguishing between sampling and census
	+ Importance of sampling
	+ Errors in sampling
	+ Types of sampling and their limitations e.g.
* Stratified random
* Cluster
* Judgmental
	+ Tabulation of data
* Class intervals
* Class boundaries
* Frequency tables
* Cumulative frequency
	+ Diagrammatic and graphical presentation of data e.g.
* Histograms
* Frequency polygons
* Bar charts
* Pie charts
* Cumulative frequency curves
* Interpretation of data
 | * Assignments
* Supervised exercises
* Written tests
 |
| 1. Use routine formula and algebraic expressions for work
 | * + Solving linear equations
	+ Linear graphs
* Plotting
* Interpretation
* Applications of linear graphs
* Curves of first and second degree
* Plotting
* Interpretation
 | * Assignments
* Supervised exercises
* Written tests
 |
| 8. Use common functions of a scientific calculator | * Identify and use keys for common 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
 | * Written
* Practical test
 |

**Suggested Methods of Instruction**

* Group discussions
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Calculators
* Rulers, pencils, erasers
* Charts with presentations of data
* Graph books
* Dice

# DIGITAL LITERACY

**UNIT CODE: BUS/CU/MKT/BC/03/6/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes competencies required to demonstrate digital literacy. It involves in identifying computer software and hardware, applying security measures to data, hardware, software in automated environment, computer software in solving task, internet and email in communication at workplace, desktop publishing in official assignments 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
 |
| 1. Apply security measures to data, hardware, software in automated environment
 | * 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
* 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
* Project
 |
| 1. Apply internet and email in communication at workplace
 | * Computer networks
* Network configurations
* Uses of internet
* Electronic mail (e-mail) concept
 | * Oral questioning
* 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
* 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
* Written report
* Project
 |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computers
* Printers
* Storage devices
* Internet access

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** BUS/CU/MKT/BC/04/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 100 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 who an entrepreneur
	2. Demonstrate knowledge of entrepreneurship and self-employment
	3. Identify entrepreneurship opportunities
	4. Create entrepreneurial awareness
	5. Apply entrepreneurial motivation
	6. Develop business innovative 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
 |
| 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/MKT/BC/05/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 80 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 ethical performance.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

**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
* Managing emotions
* Emotional intelligence
* Assertiveness versus aggressiveness
* Expressing personal thoughts, feelings and beliefs
* Developing and maintaining high self-esteem
* Developing and maintaining positive self-image
* Setting performance targets
* Monitoring and evaluating performance
* Articulating ideas and aspirations
* Accountability and responsibility
* Good work habits
* Self-awareness
* Values and beliefs
* Self-development
* Financial literacy
* Healthy lifestyle practices
* Adopting safety practices
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate interpersonal communication
 | * Meaning of interpersonal communication
* Listening skills
* Types of audience
* Public speaking
* Writing skills
* Negotiation skills
* Reading skills
* Meaning of empathy
* Understanding customers’ needs
* Establishing communication networks
* Assertiveness
* Sharing information
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate critical safe work habits
 | * Stress and stress management
* Time concept
* Punctuality and time consciousness
* Leisure
* Integratingpersonal objectives into organizational objectives
* Resources mobilization
* Resources utilization
* Setting work priorities
* Developing healthy relationships
* HIV and AIDS
* Drug and substance abuse
* Managing emerging issues
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Lead a workplace team
 | * Leadership qualities
* Power and authority
* Team building
* Determination of team roles and objectives
* Team parameters and relationships
* Individual responsibilities in a team
* Forms of communication
* Complementing team activities
* Gender and gender mainstreaming
* Human rights
* Developing healthy relationships
* Maintaining relationships
* Conflicts and conflict resolution
* Coaching and mentoring skills
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Plan and organize work
 | * Functions of management
* Planning
* Organizing
* Time management
* Decision making concept
* Task allocation
* Developing work plans
* Developing work goals/objectives and deliverables
* Monitoring work activities
* Evaluating work activities
* Resource mobilization
* Resource allocation
* Resource utilization
* Proactive planning
* Risk evaluation
* Problem solving
* Collecting, analysing and organising information
* Negotiation
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Maintain professional growth and development
 | * Avenues for professional growth
* Training and career opportunities
* Assessing training needs
* Mobilizing training resources
* Licenses and certifications for professional growth and development
* Pursuing personal and organizational goals
* Managing work priorities and commitments
* Recognizing career advancement
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace learning
 | * Managing own learning
* Mentoring
* Coaching
* Contributing to the learning community at the workplace
* Cultural aspects of work
* Networking
* Variety of learning context
* Application of learning
* Safe use of technology
* Taking initiative/proactivity
* Flexibility
* Identifying opportunities
* Generating new ideas
* Workplace innovation
* Performance improvement
* Managing emerging issues
* Future trends and concerns in learning
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate problem solving skills
 | * Critical thinking process
* Data analysis tools
* Decision making
* Creative thinking
* Development of creative, innovative and practical solutions
* Independence in identifying and solving problems
* Solving problems in teams
* Application of problem-solving strategies
* Testing assumptions
* Resolving customer concerns
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Manage ethical performance
 | * Meaning of ethics
* Ethical perspectives
* Principles of ethics
* Ethical standards
* Organization code of ethics
* Common ethical dilemmas
* Organization culture
* Corruption, bribery and conflict of interest
* Privacy and data protection
* Diversity, harassment and mutual respect
* Financial responsibility/accountability
* Etiquette
* Personal and professional integrity
* Commitment to jurisdictional laws
* Emerging issues in ethics
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

# ENVIRONMENTAL LITERACY

**UNIT CODE**:BUS/CU/MKT/BC/06/6/A

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes the competencies required demonstrate environmental literacy.it involves controlling environmental hazard, controlling 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, monitoring activities on environmental protection/programs, analysing resource use and developing resource conservation plans.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
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
8. Analyze resource use
9. Develop resource conservation plans

**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
* 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 questions
* Oral questions
 |
| 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 questions
* Oral questions
* 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 questions
* Oral questions
* Role play
 |
| 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 questions
* Oral questions
* Role play
 |
| 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
 |
| 1. Implement specific environmental programs
 | * Community needs and expectations
* Resource availability
* 5s of good housekeeping
* Identification of programs/Activities
* Setting of individual roles /responsibilities
* Resolving problems /constraints encountered
* Consultation with stakeholders
 | * Written questions
* Oral questions
* Role play
 |
| 1. Monitor activities on Environmental protection/Programs
 | * Periodic monitoring and Evaluation of activities
* Gathering feedback from stakeholders
* Analyzing 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
 |
| 1. Analyze resource use
 | * Identification of resource consuming processes
* Determination of quantity and nature of resource consumed
* Analysis of resource flow through different parts of the process.
* Classification of wastes for possible source of resources.
 | * Written tests
* Oral questions
* Practical test
 |
| 1. Develop resource Conservation plans
 | * Determination of efficiency of use/conversion of resources
* Causes of low efficiency of use of resources
* Plans for increasing the efficiency of resource use
 | * Written tests
* Oral questions
* Practical test
 |

**Suggested Methods of Instruction**

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

**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
* Company environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** BUS/CU/MKT/BC/07/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risk, identifying and implementing appropriate control measures to hazards and risks and implementing 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
* Gathering of OSH issues and/or concerns
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Control OSH hazards
 | * Prevention and control measures e.g. use of PPE
* Risk assessment
* Contingency measures
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Implement OSH

 programs | * Company OSH program, evaluation and review
* Implementation of OSH programs
* 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

# BUSINESS RESEARCH AND DEVELOPMENT

**UNIT CODE:** BUS/CU/MKT/CC/1/6/A

**Relationship to Occupational Standards**:

This unit addresses the unit of competency: Manage business research and development

**Duration of Unit:** 200 hours

**Unit Description**

This unit specifies the competencies required to manage business research and development. It involves establishing research problem, developing research plan, conducting business research, analysing business research findings and documenting business research findings.

**Summary of Learning Outcomes**

1. Establish research problem
2. Develop research plan
3. Conduct business research
4. Analyse business research finding
5. Document business research findings

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Establish research problem
 | * Carrying out business research needs
* Gathering customer feedback
* Establishing business research problem
 | * Observation
* Written
* Oral
* Case studies
 |
| 1. Develop research plan
 | * Identifying research geographical area and target population.
* Determining research cost
* Establishing research personnel.
* Identifying research methods.
* Identification research tools, equipment and materials.
* Developing research hypothesis
* Developing research schedule.
 | * Written
* Practical
* Case studies
 |
| 1. Conduct business research
 | * Identifying research tools, equipment and materials
* Conducting reconnaissance
* Collecting business research data
* Adhering to research schedule
 | * Written
* Practical
* Observation
* Case studies
 |
| 1. Analyse business research finding
 | * Collecting business research data
* Establishing business data analysis tools.
* Analysing business research data.
 | * Written
* Practical
* Case studies
 |
| 1. Document business research findings
 | * Obtaining report writing tools
* Developing business report
* Implementation report.
 | * Written
* Practical
* Case studies
 |

**Suggested Methods of Instruction**

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

**List of Recommended Resources**

* Computer
* Stationeries
* Camera
* Internet
* Tablets
* Questionnaires
* Mark pens
* Safety Shoes, Gloves, Sunscreen lotions

# CORE UNITS OF LEARNING

# MARKETING STRATEGY

**UNIT CODE:** BUS/CU/MKT/CR/1/6/A

**Relationship to Occupational Standards**:

This unit addresses the unit of competency: Manage marketing strategy

**Duration of Unit:**150 hours

**Unit Description**

This unit specifies the competencies required to manage marketing strategy. It involves determining market analysis model and marketing priorities to drive strategy, conducting market risk analysis, designing route to market, consolidating marketing plans, carrying out marketing activities, monitoring and evaluating marketing activities.

**Summary of Learning Outcomes**

1. Determine market analysis model
2. Determine marketing priorities to drive strategy
3. Conduct market risk analysis
4. Design route to market
5. Consolidate marketing plans
6. Carry out marketing activities
7. Monitor and evaluate marketing activities

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Determine market analysis model
 | * Setting marketing objectives
* Determining demographics and segmentation
* Defining target market.
* Assessing market needs
* Analysing competition
* Types of market analysis models
* Selecting market analysis model
 | * Observation
* Written
* Oral
* Project
* Case studies
 |
| 1. Determine marketing priorities to drive strategies
 | * Identifying functional area policy
* Identifying marketing activities
* Analysing marketing activities
* Criteria/ factors in prioritizing marketing activities
* Prioritizing marketing activities
 | * Written
* Project
* Observation
* Case studies
* Oral
 |
| 1. Conduct market risk analysis
 | * Identifying market risks
* Categorising market risks
* Appointing market risk monitors
* Developing and implementing control activities
* Carrying out periodic reviews of market risk
 | * Observation
* Project
* Written
* Oral
* Case studies
 |
| 1. Design route to market
 | * Meaning and importance of distribution landscape
* Evaluating distribution landscape
* Identifying optimal distribution channel
* Prioritising potential retail/ distribution partners
 | * Observation
* Case studies
* Project
* Written
* Oral
 |
| 1. Consolidate marketing plans
 | * Defining marketing objectives and marketing plans
* Preparing marketing plans
* Prioritizing marketing activities
* Allocating marketing Resources
* Consolidating marketing plans
 | * Observation
* Project
* Case studies
* Written
* Oral
 |
| 1. Carry out marketing activities
 | * Preparing marketing calendar of activities
* Approving marketing calendar
* Assigning roles
* Conducting marketing activities
 | * Observation
* Written
* Oral
* Project
* Case studies
 |
| 1. Monitor and evaluate marketing activities
 | * Identifying data collection tools and methods
* Collecting and Analysing marketing activity information
* Comparing marketing findings with marketing objectives
* Carrying out corrective action
* Carrying out follow up on corrective action
 | * Observation
* Written
* Oral
* Project
* Case studies
 |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Tablets
* Computers
* Cameras
* Projectors
* Mobile phones
* Internet connectivity
* Printers
* Scanner
* Whiteboard
* Stationery
* Developed questionnaires
* Check sheets
* Control charts
* Branded materials
* Point of Sale Materials (Brochures, Fliers, wobbler)
* Company operating procedures
* Internet
* Books
* Industry codes of practice
* Customer requirements
* Organization strategic plans
* Industry and Organization Report

# MARKET ANALYSIS

**UNIT CODE:** BUS/CUMKT/CR/2/6/A

**Relationship to Occupational Standards**:

This unit addresses the unit of competency: Conduct market analysis

**Duration of Unit:** 150 hours

**Unit Description**

 This unit specifies the competencies required to conduct market analysis. It involves establishing market analysis objectives, preparing market analysis budget, conducting market segmentation, gathering market analysis data and preparing market analysis report.

**Summary of Learning Outcomes**

1. Establish market analysis objectives
2. Prepare market analysis budget
3. Conduct market segmentation
4. Gather market analysis data
5. Prepare market analysis report.

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Establish market analysis objective.
 | * Analysing marketing environment
* Carrying out SWOT analysis
* Developing Marketing analysis objectives
 | * Observation
* Written
* Oral
* Project
* Case studies
 |
| 1. Prepare market analysis budget
 | * Identifying available resources
* Undertaking market analysis activities
* Match available resources with identified activities
* Determining resource deficit
* Carrying out adjustment in budget
* Approval of budget
 | * Written
* Project
* Observation
* Case studies
 |
| 1. Conduct market segmentation
 | * Determining rationale for segmentation
* Creating market segments
* Analysing segments
* Selecting target segment
 | * Observation
* Project
* Written
* oral
* Case studies
 |
| 1. Gather market analysis data
 | * Identifying target audience
* Determining data collection method
* Preparing market analysis budget
* Collecting data
* Analysing data collected
 | * Observation
* Case studies
* Project
* Written
* Oral
 |
| 1. Prepare market analysis report
 | * Compiling and evaluating data collected
* Making recommendations
* Preparing marketing analysis report
 | * Observation
* Project
* Case studies
* Written
* Oral
 |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Tablets
* Computers
* Cameras
* Projectors
* Mobile phones
* Internet connectivity
* Printers
* Scanner
* Whiteboard
* Stationery
* Developed questionnaires
* Check sheets
* Control charts
* Branded materials
* Point of Sale Materials (Brochures, Fliers, wobbler)
* Company operating procedures
* Internet
* Books
* Industry codes of practice
* Customer requirements
* Organization strategic plans
* Industry and Organization Report

# MARKETING COMMUNICATION PLAN

**UNIT CODE:** BUS/CUMKT/CR/3/6/A

**Relationship to Occupational Standards**:

This unit addresses the unit of competency: Develop marketing communication plan

**Duration of Unit:** 150 hours

**Unit Description**

This unit specifies the competencies required to develop marketing communication plan. It involves establishing brand essence, evaluating consumer insight, designing and testing communication content, carrying out corrective action and preparing a marketing communication plan.

**Summary of Learning Outcomes**

1. Determine brand essence
2. Evaluate consumer insight
3. Design communication content
4. Test communication content and channel
5. Carry out corrective action
6. Prepare a marketing communication plan

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Determine brand essence
 | * Determining brand characteristics
* Determining brand benefits
* Aligning brand benefits with the marketing objectives
* Determining brand essence
 | * Observation
* Written
* Oral
* Project
* Case studies
 |
| 1. Evaluate consumer insight
 | * Determining target group
* Identifying data collection instruments
* Preparing budget for data collection
* Collecting consumer insight data
* Evaluating consumer insights data
 | * Written
* Project
* Observation
* Case studies
 |
| 1. Design communication content
 | * Selecting tag line
* Determining communication channel
* Designing content aesthetics
* Creating communication content
 | * Observation
* Project
* Written
* Oral
* Case studies
 |
| 1. Test communication content and channel
 | * Identifying target audience
* Identifying communication channel
* Scheduling communication content in the channels
* Sending communication content
* Analysing target audience responses
 | * Observation
* Case studies
* Project
* Written
* Oral
 |
| 1. Carry out corrective action
 | * Documenting analysed responses
* Identifying and selecting optimal corrective action
* Correcting communication content
* Rolling out revised communication content/channel
* Preparing corrective action report
 | * Observation
* Project
* Case studies
* Written
* Oral
 |
| 1. Prepare a marketing communication plan
 | * Identifying marketing communication objectives
* Selecting target audience
* Identifying unique selling point
* Selecting communication channels
* Establishing communication plan timelines
* Evaluating communication plan results
 | * Observation
* Written
* Oral
* Project
* Case studies
 |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Tablets
* Computers
* Cameras
* Projectors
* Mobile phones
* Internet connectivity
* Printers
* Scanner
* Whiteboard
* Stationery
* Developed questionnaires
* Check sheets
* Control charts
* Branded materials
* Point of Sale Materials (Brochures, Fliers, wobbler)
* Company operating procedures
* Internet
* Books
* Industry codes of practice
* Customer requirements
* Organization strategic plans
* Industry and Organization Report

# MARKETING BUDGET

**UNIT CODE**: BUS/CU/MKT/CR/4/6/A

**Relationship to Occupational Standards**:

This unit addresses the unit of competency: Develop marketing budget

**Duration of Unit:** 150 hours

**Unit Description**

This unit specifies the competencies required to develop marketing budget. It involves establishing marketing priorities and marketing budget, preparing marketing activities schedule, allocating costs to marketing activities, determining marketing activities revenue projections and presenting marketing budget for approval.

**Summary of Learning Outcomes**

1. Establish marketing priorities
2. Establish marketing budget
3. Prepare marketing activity schedule
4. Allocate costs to marketing activities
5. Determine marketing activities revenue projections
6. Present marketing budget for approval

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Establish marketing priorities
 | * Reviewing previous marketing plans
* Establishing Marketing objectives
* Reviewing previous priorities
* Analysing competition
* Establishing marketing priorities
 | * Observation
* Written
* Oral
* Project
* Case studies
 |
| 1. Establish marketing budget

  | * Identifying marketing budget approach
* Determining marketing budget expenditure
* Determining budgeting methods
* Preparing marketing budget
 | * Written
* Project
* Observation
* Case studies
 |
| 1. Prepare marketing activity schedule

  | * Carrying out review of available organization resources
* Identifying marketing activities
* Allocating organization resources to identified marketing activities
* Preparing marketing activities schedule
 | * Observation
* Project
* Written
* Oral
* Case studies
 |
| 1. Allocate costs to marketing activities

  | * Determining budget period
* Assigning responsibilities to budget holders
* Determining expenditure limits of marketing activities
* Prioritizing marketing sub-activities
* Allocating costs to marketing activities
 | * Observation
* Case studies
* Project
* Written
* Oral
 |
| 1. Determine marketing activities revenue projections
 | * Reviewing previous revenue budgets
* Analysing current competitor landscape
* Analysing internal capacities
* Carrying out current situation analysis in comparison to competitors
* Carrying out revenue projection re-forecasts
* Determining assumptions in budgets
* Preparing marketing activities revenue projections
 | * Observation
* Project
* Case studies
* Written
* Oral
 |
| 1. Present marketing budget for approval
 | * Consolidating marketing budgets
* Presenting consolidated budget to the top management
* Approving and publicizing budget
 | * Observation
* Written
* Oral
* Project
* Case studies
 |

**Suggested Methods of Instruction**

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

**List of Recommended Resources**

* Tablets
* Computers
* Cameras
* Projectors
* Mobile phones
* Internet connectivity
* Printers
* Scanner
* Whiteboard
* Stationery
* Developed questionnaires
* Check sheets
* Control charts
* Branded materials
* Point of Sale Materials (Brochures, Fliers, wobbler)
* Company operating procedures
* Internet
* Books
* Industry codes of practice
* Customer requirements
* Organization strategic plans
* Industry and Organization Report

# TRADE CHANNEL PLANS

**UNIT CODE:** BUS/CU/MKT/CR/5/6/A

**Relationship to Occupational Standards**:

This unit addresses the unit of competency: Develop trade channel plans

**Duration of Unit:** 150 hours

**Unit Description**

This unit specifies the competencies required to develop trade channel plans. It includes managing compliance and regulatory activities, carrying out consumer and market mapping, matching consumer needs to distribution channel, gathering channel insights, determining best channel(s), determining trade activities and preparing trade channel plans.

**Summary of Learning Outcomes**

1. Manage compliance and regulatory activities
2. Carry out consumer and market mapping
3. Match consumer needs to distribution channel
4. Gather channel insights
5. Determine best channel(s)
6. Determine trade activities
7. Prepare trade channel plans

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Manage compliance and regulatory activities
 | * Identification of relevant compliance and regulatory authorities and laws/regulations
* Identifying marketing compliance and regulations requirements
* Assessing product and services for regulatory requirements
* Undertaking corrective measures
* Monitoring compliance process and status
 | * Observation
* Written
* Oral
* Project
* Case studies
 |
| 1. Carry out consumer and market mapping
 | * Assessing consumer trends
* Specifying geographical realities
* Analysing trade Landscape
* Identifying key trade channels
 | * Written
* Project
* Observation
* Case studies
 |
| 1. Match consumer needs to distributor channel
 | * Determining market size
* Determining pricing strategy
* Identify distribution channels
* Analysing consumer purchasing patterns
* Selecting distribution channel
 | * Observation
* Project
* Written
* Oral
* Case studies
 |
| 1. Gather channel insights
 | * Identifying Best in Class Route to Market (RtM) Models
* Analysing model of Competitor RtM
* Analysing channels performance
 | * Observation
* Case studies
* Project
* Written
* Oral
 |
| 1. Determine best channel(s)
 | * Identifying RtM options.
* Determining characteristics of picture of success.
* Selecting RtM
* Defining, preparing and approving Strategy Map
 | * Observation
* Project
* Case studies
* Written
* Oral
 |
| 1. Determine trade activities
 | * Carrying out channel classification.
* Preparing territory planning and allocation
* Selecting technology for monitoring trade activities.
* Selecting Point of sale Material (POSM)
* Scheduling trade activities
 | * Observation
* Written
* Oral
* Project
* Case studies
 |
| 1. Prepare trade channel plans
 | * Preparing trade tool kit
* Preparing activity Calendar
* Preparing trade activity budgets
* Selecting and approving trade channel plans
 | * Observation
* Written
* Oral
* Project
* Case studies
 |

**Suggested Methods of Instruction**

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

**List of Recommended Resources**

* Tablets
* Computers
* Cameras
* Projectors
* Mobile phones
* Internet connectivity
* Printers
* Scanner
* Whiteboard
* Stationery
* Developed questionnaires
* Check sheets
* Control charts
* Branded materials
* Point of Sale Materials (Brochures, Fliers, wobbler)
* Company operating procedures
* Internet
* Books
* Industry codes of practice
* Customer requirements
* Organization strategic plans
* Industry and Organization Report

# CONSUMER EXPERIENCE

**UNIT CODE: BUS/CU/MKT/CR/6/6/A**

**Relationship to Occupational Standards**:

This unit addresses the unit of competency: Manage consumer experience

**Duration of Unit:** 200 hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Collect consumer insights
2. Determine engagement model
3. Create communication content
4. Test engagement content
5. Evaluate consumer experience
6. Innovate and renovate consumer experience pipeline
7. Prepare consumer experience report.

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Collect consumer insights
 | * Identifying target audience
* Preparing consumer insight budget
* Identifying channels of collecting consumer insight information
* Collecting and analysing historical data on consumer behaviour
* Identifying gaps in current trends
* Preparing and sharing consumer insight report
 | * Observation
* Written
* Oral
* Project
* Case studies
 |
| 1. Determine engagement model
 | * Identifying purpose of engagement model
* Identifying target audience
* Determining engagement channels
* Carrying out audience engagement
* Evaluating engagement models
 | * Written
* Project
* Observation
* Case studies
 |
| 1. Create communication content
 | * Selecting tag line
* Determining communication channel
* Designing content aesthetics
* Creating communication content
 | * Observation
* Project
* Written
* Oral
* Case Studies
 |
| 1. Test engagement content
 | * Identifying target audience
* Identifying communication channel
* Engagement schedule is prepared
* Rolling out content for audience engagement
* Analysing audience responses
 | * Observation
* Case studies
* Project
* Written
* Oral
 |
| 1. Evaluate consumer experience
 | * Selecting target audience
* Determining consumer experience to be measured
* Designing data collection channels
* Collecting and analysing data
* Identifying consumer experience gaps
* Identifying and carrying out corrective measures
* Preparing consumer experience report.
 | * Observation
* Project
* Case studies
* Written
* Oral
 |
| 1. Innovate and renovate consumer experience pipeline
 | * Identifying target audience
* Collecting consumer insight data
* Analysing competitor activity
* Identify consumer satisfaction gaps
* Modifying existing processes
* Creating new processes
* Creating prototype
* Launching new process
 | * Observation
* Written
* Oral
* Project
* Case studies
 |
| 1. Prepare consumer experience report.
 | * Collecting and analysing consumer experience data
* Compiling and sharing consumer experience recommendations report
* Regular/ periodic monitoring and review of consumer experience
 | * Observation
* Written
* Oral
* Project
* Case studies
 |

**Suggested Methods of Instruction**

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

**List of Recommended Resources**

* Tablets
* Computers
* Cameras
* Projectors
* Mobile phones
* Internet connectivity
* Printers
* Scanner
* Whiteboard
* Stationery
* Developed questionnaires
* Check sheets
* Control charts
* Branded materials
* Point Of Sale Materials (Brochures, Fliers, wobbler)
* Company operating procedures
* Internet
* Books
* Industry codes of practice
* Customer requirements
* Organization strategic plans
* Industry and Organization Report

# BRAND STRATEGY

**UNIT CODE:** BUS/CU/MKT/CR/7/6/A

**Relationship to Occupational Standards**:

This unit addresses the unit of competency: Develop brand strategies

**Duration of Unit:** 180 hours

**Unit Description**

This unit specifies the competencies required to develop brand strategy. It involves determining brand objectives, managing brand barriers, determining brand identity and brand positioning, developing content communication strategy content and evaluate brand strategy.

**Summary of Learning Outcomes**

1. Determine brand objectives
2. Manage brand barriers
3. Determine brand identity
4. Determine brand positioning
5. Develop communication strategy content
6. Evaluate brand strategy

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Determine brand objectives
 | * Determining brand purpose
* Identifying brand audience
* Determining Brand objectives
* Assessing brand objectives timelines
 | * Observation
* Written
* Oral
* Project
* Case studies
 |
| 1. Managing brand barriers
 | * Creating customer profile
* Carrying out market research
* Identifying and analysing brand barriers
* Carrying out crushing of brand barriers
* Reassessing brand offering
 | * Written
* Project
* Observation
* Case studies
* Oral
 |
| 1. Determine brand identity
 | * Determining brand persona.
* Comparing brand identity to competition offering.
* Reviewing existing brand for compliance with existing legislation, rules and regulations.
* Identifying regulatory and compliance authorities
* Developing brand visuals
 | * Observation
* Project
* Written
* oral
* Case Study
 |
| 1. Determine brand positioning
 | * Reviewing target audience
* Defining market.
* Analysing brand competition
* Identifying critical brand benefits
* Communicating brand benefits to consumers
 | * Observation
* Case studies
* Project
* Written
* Oral
 |
| 1. Develop communication strategy content
 | * Determining brand communication objectives.
* Developing key messages.
* Developing communication tactical plan.
* Carrying out review of communication content
 | * Observation
* Project
* Case studies
* Written
* Oral
 |
| 1. Evaluate brand strategy
 | * Analysing brand feedback from target audience
* Carrying out customer satisfaction measures and surveys
* Testing brand acceptance
* Measuring brand impact
 | * Observation
* Written
* Oral
* Project
* Case studies
 |

**Suggested Methods of Instruction**

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

**List of Recommended Resources**

* Tablets
* Computers
* Cameras
* Projectors
* Mobile phones
* Internet connectivity
* Printers
* Scanner
* Whiteboard
* Stationery
* Developed questionnaires
* Check sheets
* Control charts
* Branded materials
* Point Of Sale Materials (Brochures, Fliers, wobbler)
* Company operating procedures
* Internet
* Books
* Industry codes of practice
* Customer requirements
* Organization strategic plans
* Industry and Organization Report

# MARKETING PROJECTS

**UNIT CODE:** BUS/CUMKT/CR/8/6/A

**Relationship to Occupational Standards**:

This unit addresses the unit of competency: Manage marketing projects

**Duration of Unit:** 200 hours

**Unit Description**

This unit specifies the competencies required to manage marketing projects. It involves initiating and planning marketing projects, carrying out project implementation, monitoring and evaluating marketing project, closing marketing projects, and publicizing market project report

**Summary of Learning Outcomes**

1. Initiate marketing project
2. Plan marketing project
3. Carry out project implementation
4. Monitor and evaluate marketing project
5. Close marketing project
6. Publicize marketing project report

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Initiate marketing project
 | * Analysing brand health
* Identifying market review tools and techniques
* Reviewing market share
* Determining marketing project objectives
* Identifying marketing projects
* Selecting priority projects
 | * Observation
* Written
* Oral
* Project
* Case studies
 |
| 1. Plan marketing project
 | * Determining project scope
* Selecting project team
* Defining and assigning roles
* Preparing project activities
* Defining project timelines
* Preparing project budget
* Developing contingency plans
* Approving project plan
 | * Written
* Project
* Observation
* Case studies
* Oral
 |
| 1. Carry out project implementation
 | * Allocating resources
* Undertaking outsourcing services
* Coordinating project staff
* Executing project implementation plan
 | * Observation
* Project
* Written
* Oral
* Case studies
 |
| 1. Monitor and evaluate marketing project
 | * Evaluating project progress
* Monitoring project variables
* Identifying project gaps
* Formulating appropriate corrective action
* Undertaking projects corrective actions.
* Updating project progress report
 | * Observation
* Case studies
* Project
* Written
* Oral
 |
| 1. Close marketing project
 | * Verifying project deliverables
* Carrying out procurement closure
* Presenting marketing project closure report for approval
* Reassigning resources to respective departments
 | * Observation
* Project
* Case studies
* Written
* Oral
 |
| 1. Publicize marketing project
 | * Communicating project report
* Celebrating project success
* Carrying out reward and recognition
* Identifying and evaluating project shortcomings
* Undertaking corrective actions on identified shortcomings
* Evaluating feedback and ideas generated
* Discrepancies between projected and actual budget are tabulated and analysed
 | * Observation
* Written
* Oral
* Project
* Case studies
 |

**Suggested Methods of Instruction**

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

**List of Recommended Resources**

* Tablets
* Computers
* Cameras
* Projectors
* Mobile phones
* Internet connectivity
* Printers
* Scanner
* Whiteboard
* Stationery
* Developed questionnaires
* Check sheets
* Control charts
* Branded materials
* Point of Sale Materials (Brochures, Fliers, wobbler)
* Company operating procedures
* Internet
* Books
* Industry codes of practice
* Customer requirements
* Organization strategic plans
* Industry and Organization Report

# INNOVATIONS/RENOVATIONS

**UNIT CODE:** BUS/CU/MKT/CR/9/6/A

**Relationship to Occupational Standards**:

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

**Duration of Unit:** 200 hours

**Unit Description**

This unit specifies the competencies required to manage innovations/renovations. It involves carrying out market opportunity assessment, conducting conceptualization workshop, carrying out feasibility study, developing a prototype, launching final product and conducting post-launch evaluation.

**Summary of Learning Outcomes**

1. Carry out market opportunity assessment
2. Conduct conceptualization workshop
3. Carry out feasibility study
4. Develop prototype
5. Launch final product
6. Conduct post-launch evaluation.

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Carry out market opportunity assessment
 | * Reviewing Industry landscape
* Identifying market needs
* Assessing competition.
* Analysing target audience
* Identifying market opportunity.
 | * Observation
* Written
* Oral
* Project
* Case studies
 |
| 1. Conduct conceptualization workshop
 | * Identifying relevant stakeholders
* Preparing Workshop schedule.
* Analysing stakeholder ideas.
* Identifying big idea
* Preparing conceptualization report
 | * Written
* Project
* Observation
* Case studies
 |
| 1. Carry out feasibility study

. | * Evaluating alternatives for conducting feasibility study
* Assessing market status
* Carrying out technical and financial analysis
* Reporting feasibility study findings
* Making decision on feasible idea
 | * Observation
* Project
* Written
* oral
* Case studies
 |
| 1. Develop prototype

  | * Establishing prototype objective
* Defining prototype functionality
* Developing prototype
* Testing prototype
* Evaluating prototype feedback.
* Carrying out prototype modifications
 | * Observation
* Case studies
* Project
* Written
* Oral
 |
| 1. Launch final product
 | * Approving final prototype.
* Preparing roll out plan
* Preparing roll out budget
* Launching final product
 | * Observation
* Project
* Case studies
* Written
* Oral
 |
| 1. Conduct post launch evaluation
 | * Gathering product feedback
* Evaluating product feedback
* Carrying out product renovation
* Redeploying renovated product to the market
* Maintaining product optimization
 | * Observation
* Written
* Oral
* Project
* Case studies
 |

**Suggested Methods of Instruction**

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

**List of Recommended Resources**

* Tablets
* Computers
* Cameras
* Projectors
* Mobile phones
* Internet connectivity
* Printers
* Scanner
* Whiteboard
* Stationery
* Developed questionnaires
* Check sheets
* Control charts
* Branded materials
* Point Of Sale Materials (Brochures, Fliers, wobbler)
* Company operating procedures
* Internet
* Books
* Industry codes of practice
* Customer requirements
* Organization strategic plans
* Industry and Organization Report

# DIGITAL MARKETING

**UNIT CODE:** BUS/CU/MKT/CR/10/6/A

**Relationship to Occupational Standards**:

This unit addresses the unit of competency: Manage Digital Marketing

**Duration of Unit:** 200 hours

**Unit Description**

This unit specifies the competencies required to manage digital marketing. It involves determine marketing objective, identify target audience, identifying digital marketing channel, managing content, monitoring and evaluating digital marketing plans

**Summary of Learning Outcomes**

1. Determine marketing objectives
2. Identify target audience
3. Identify digital marketing channel
4. Manage digital marketing content
5. Monitor and Evaluate digital marketing plans

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Determine marketing objectives
 | * Conducting Product/service SWOT analysis
* Determining current product/service positioning
* Formulating strategy to market product/service
* Formulating improvement plans to address identified weaknesses
* Sharing strategy and improvement plan
 | * Observation
* Written
* Oral
* Project
* Case studies
 |
| 1. Identify target audience
 | * Assessing consumer trends
* Specifying consumer geographical realities
* Analysing trade landscape
* Identifying trade channels
 | * Written
* Project
* Observation
* Case studies
 |
| 1. Identify digital marketing channel
 | * Identifying available digital media
* Defining goals for using digital marketing channels
* Developing digital marketing budget
* Identifying available personnel talent
* Determining digital marketing channel to use
 | * Observation
* Project
* Written
* oral
* Case studies
 |
| 1. Manage digital marketing content
 | * Development of digital marketing policies
* Developing content based on marketing policies
* Assigning marketing roles and responsibilities
* Maintaining and updating digital marketing information/ content
 | * Observation
* Case studies
* Project
* Written
* Oral
 |
| 1. Monitor and Evaluate digital marketing plans
 | * Development of data collection and assessment tools
* Conducting data collection and analysis
* Identification of improvement measures for digital marketing strategy
* Implementation of identified improvement measures
* Regular monitoring and review of digital marketing strategy
 | * Observation
* Case studies
* Project
* Written
* Oral
 |

**Suggested Methods of Instruction**

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

**List of Recommended Resources**

* Tablets
* Computers
* Cameras
* Projectors
* Mobile phones
* Internet connectivity
* Printers
* Scanner
* Whiteboard
* Stationery
* Developed questionnaires
* Check sheets
* Control charts
* Branded materials
* Point of Sale Materials (Brochures, Fliers, wobbler)
* Company operating procedures
* Internet
* Books
* Industry codes of practice
* Customer requirements
* Organization strategic plans
* Industry and Organization Report