****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**MARKETING**

**LEVEL 5**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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**Council Secretary/CEO**

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

**P.O. Box 15745–00100**

**Nairobi, Kenya**

**Email:** [**info@tvetcdacc.go.ke**](mailto: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 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 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 the mode of delivery allows for multiple entry and exit in TVET programs.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum for Marketing level 5 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**

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ABBREVIATIONS AND ACRONYMS

A Control version

AIDS Acquired Immunodeficiency Syndrome

BC Basic Unit

BUS Business

CBET Competency Based Education and Training

CDACC Curriculum Development Assessment Certification Council

CEO Council Secretary

CR Core Unit

CU Curriculum

DIME Direct, Indirect, Mix & Everything in between

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 Materials

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/ MKT/ BC /01 /5/ A

Industry or sector

Curriculum

Occupational area

Type of Unit

Unit number

Competency level

Version Control

# COURSE OVERVIEW

Marketing Certificate Level 5 qualification consists of competencies that an individual must achieve to enable him/her conduct marketing communication activities, perform trade activities, maintain consumer experience, and conduct brand promotion, conduct innovation/renovations and conduct digital marketing

The units of learning comprising marketing certificate level 5 qualifications include the basic and core units of learning as shown below:

**Basic Units of Learning**

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

**Core** **Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| BUS/CU/CM/CR/01/5/A | Marketing Communication Activities | 120 | 12.0 |
| BUS/CU/CM/CR/02/5/A | Trade | 150 | 15.0 |
| BUS/CU/CM/CR/03/5/A | Consumer Experience | 180 | 18.0 |
| BUS/CU/CM/CR/04/5/A | Brand Promotion | 200 | 20.0 |
| BUS/CU/CM/CR/05/5/A | Market Innovation/Renovations | 140 | 14.0 |
| BUS/CU/CM/CR/06/5/A | Digital Marketing | 130 | 13.0 |
|  | Industrial Attachment | 360 | 36.0 |
| **Subtotal 2** | | **1280** | **128.0** |
| **Grand Total** | | **1560** | **156.0** |

The total duration of the course is 1560 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 for a period of 8 weeks 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 Level 5, 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/01/5/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/MKT/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/MKT/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/MKT/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/MKT/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 | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Emotional intelligence * Assertiveness versus aggressiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Self-development * Financial literacy * Healthy lifestyle practices | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate interpersonal communication | * Meaning of interpersonal communication * Listening skills * Types of audience * Writing skills * Reading skills * Meaning of empathy * Understanding customers’ needs * Establishing communication networks * Sharing information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * Leisure * Integratingpersonal objectives into organizational objectives * Resources utilization * Setting work priorities * HIV and AIDS * Drug and substance abuse * Handling emerging issues | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Lead a small team | * Leadership qualities * Team building * Determination of team roles and objectives * Team performance indicators * Responsibilities in a team * Forms of communication * Complementing team activities * Gender and gender mainstreaming * Human rights * Maintaining relationships * Conflicts and conflict resolution | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Plan and organize work | * Functions of management * Planning * Organizing * Time management * Decision making process * Task allocation * Evaluating work activities * Resource utilization * Problem solving * Collecting and organising information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Maintain professional growth and development | * Opportunities for professional growth * Assessing training needs * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Identifying work priorities * Recognizing career advancement | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Managing own learning * Contributing to the learning community at the workplace * Cultural aspects of work * Variety of learning context * Application of learning * Safe use of technology * Identifying opportunities * Generating new ideas * Workplace innovation * Performance improvement * Handling emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate problem solving skills | * Problem identification * Problem solving * Application of problem-solving strategies * Resolving customer concerns | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace ethics | * Meaning of ethics * Ethical perspectives * Principles of ethics * Values and beliefs * Ethical standards * Organization code of ethics * Common ethical dilemmas * Organization culture * Corruption, bribery and conflict of interest * Privacy and data protection * Diversity, harassment and mutual respect * Financial responsibility/accountability * Etiquette * Personal and professional integrity * Commitment to jurisdictional laws * Emerging issues in ethics | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

# ENVIRONMENTAL LITERACY

**UNIT CODE:** BUS/CU/MKT/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/MKT/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

# CORE UNITS OF LEARNING

# MARKETING COMMUNICATION ACTIVITIES

UNIT CODE: BUS/CU/ MKT /CR/01/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: conduct marketing communication activities

**Duration of Unit:**

**Unit Description**

This unit addresses the competencies required to conduct marketing communication activities. It involves determining communication content, identifying brand essence, collecting consumer insight, designing communication content, carrying out marketing communication, analyzing marketing communication feedback and preparing marketing communications activities report.

**Summary of Learning Outcomes**

1. Determine Communication content
2. Identify brand Essence
3. Collect consumer insights
4. Design Communication content
5. Carry out marketing communication
6. Analyze marketing communication feedback
7. Prepare marketing communication activities report

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine Communication content | * Consumer behavior * Business environment * Content of market communication * Survey * Types * Methods * Cons and pros | * Written tests * Observation * Oral questions * Third party report |
| 1. Identify brand Essence | * Brand * Characteristics of brand * Benefits of product brand | * Written tests * Observation * Oral questions * Third party report |
| 1. Collect consumer insights | * Consumer insights * Simple budgets * Methods of data collection * Methods of data analysis * Methods of data presentation | * Written tests * Observation * Oral questions * Third party report |
| 1. Design Communication content | * Tag line * Channels of communication * Content aesthetic * Marketing communication legal requirements | * Observation * Written tests * Oral questions * Third party report |
| 1. Conduct marketing communication | * Factors determining target audience * Content of marketing communication * Channels of communication * Analyze different channels of communication * Pros and cons of different channels of communication | * Observation * Written tests * Oral questions * Third party report |
| 1. Analyze marketing communication feedback | * Methods of data analysis * Importance of analyzing feedback * Methods of collecting marketing communication feedback * Ratings * Weighing positive and negative comments * Marketing communication procedures | * Observation * Written tests * Oral questions * Third party report |
| 1. Prepare marketing communication activities report | * Marketing communication * Characteristics of marketing communication * Objectives of marketing communication | * Observation * Written tests * Oral questions * Third party report |

**Suggested Methods of Instruction**

* Project
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction
* Simulation
* On job training

**Recommended Resources**

* Journals
* Learning guides
* Media releases
* Videos
* Computers
* Projectors
* Available space for learning
* Internet connectivity
* Source of power

# TRADE

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

**Relationship to Occupational Standards**

This unit addresses the unit of competency: perform trade activities

**Duration of Unit:** 150 Hours

**Unit Description**

This unit specifies the competencies required to perform trade activities. It includes gathering channel insights, matching consumer needs to distribution channel, determining best channel(s), conducting channel trade activities and preparing trade activities report.

**Summary of Learning Outcomes**

1. Gather channel insights
2. Match consumer needs to distribution channel
3. Determine Best Channel (s)
4. Conduct channel trade activities

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Gather channel insights | * Market size (geographical coverage) * Price strategies * Purchasing patterns * Channels of distribution | * Written tests * Observation * Oral questions * Third party report |
| 1. Match consumer needs to distribution channel | * Methods of Route to market * Channels of distribution * Factors that determine distribution channel choice | * Observation * Written tests * Oral questions * Third party report |
| 1. Determine Best Channel (s) | * Route to market options * DIME approach * Strategy area mapping | * Observation * Written tests * Oral questions * Third party report |
| 1. Conduct channel trade activities | * Principles of selling * Process of selling * Trade activities * Classification * Monitoring and evaluation * Points of Sale Materials (POSM) | * Observation * Written tests * Oral questions * Third party report |

**Suggested Methods of Instruction**

* Project
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction
* Simulation
* On job training

**Recommended Resources**

* Means of transport
* Videos
* Projectors
* Computers
* Internet connectivity
* Data collection tools
* Stationery
* Telephone
* Reference materials
* Learners guides
* Resource persons
* Model learning rooms

# CONSUMER EXPERIENCE

UNIT CODE: BUS/CU/ MKT /CR/03/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: maintain consumer experience

**Duration of Unit:** 180 Hours

**Unit Description**

This unit specifies the competencies required to maintain consumer experience. It involves compiling consumer insights data, creating consumer communication content, testing consumer communication content, evaluating consumer experience status, innovating, and renovating consumer experience, and preparing consumer experience report.

**Summary of Learning Outcomes**

1. Compile Consumer insights data
2. Create consumer communication content
3. Test consumer communication content
4. Evaluate consumer experience status
5. Innovate and renovate consumer experience
6. Prepare consumer experience report

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Compile Consumer insights data | * Market strategies * Market segmentation * Marketing mix * Market targeting * Market positioning * Factors that determine target audience * Consumer behavior * Market trends * Consumer insights | * Written tests * Observation * Oral questions * Third party report |
| 1. Create consumer communication content | * Communication channels * Content of market communication * Content aesthetic * Tag line | * Written tests * Observation * Oral questions * Third party report |
| 1. Test consumer communication content | * Piloting * Methods of data analysis | * Written tests * Observation * Oral questions * Third party report |
| 1. Evaluate consumer experience status | * Methods of data collection * Data collection tools * Consumer experiences | * Observation * Written tests * Oral questions * Third party report |
| 1. Innovate and renovate consumer experience | * Innovation and renovation * Methods of innovation and renovation * Benchmarking * Consumer insights * Customer relations management | * Written tests * Observation * Oral questions * Third party report |
| 1. Prepare consumer experience report | * Characteristics of report recommendations * Factors to consider when implementing recommendations * Factors that hinder implementation of report recommendations | * Written tests * Observation * Oral questions * Third party report |

**Suggested Methods of Instruction**

* Project
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction
* Simulation
* On job training

**Recommended Resources**

* Stationery
* Reference materials
* Learners guides
* Telephone
* Computers
* Internet connectivity
* Data collection tools
* Videos
* Projectors
* Smart board

# BRAND PROMOTION

UNIT CODE: BUS/CU/ MKT /CR/04/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: conduct brand promotion

**Duration of unit:** 200 Hours

**Unit Description**

This unit specifies the competencies required to conduct brand promotion. It involves determining brand objectives, identifying brand barriers, determining brand positioning, undertaking brand promotion activities and preparing brand promotion report.

**Summary of Learning Outcomes**

1. Determine brand objectives
2. Identify brand barriers
3. Determine brand positioning
4. Undertake brand promotion activities
5. Prepare brand promotion report

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine brand objectives | * Brand * Features of a brand * Objectives of brand | * Written tests * Observation * Oral questions * Third party report |
| 1. Identify brand barriers | * Market research * Brand barriers * Ways of handling brand barriers | * Written tests * Observation * Oral questions * Third party report |
| 1. Determine brand positioning | * Market * Factors that determine target audience * Benefits of products brand * Brand competition analysis * Positioning strategies | * Observation * Written tests * Oral questions * Third party report |
| 1. Undertake Brand promotion activities | * Methods of promotion * Advertising * Publicity * Personal selling * Sales promotion * Direct marketing * Public relation | * Observation * Written tests * Oral questions * Third party report |
| 1. Prepare brand promotion report | * Brand management * Ways of obtaining customer feedback * Factors that determine customer satisfaction * Brand impact * Sales quotas * Geographical expansion * Market share | * Observation * Written tests * Oral questions * Third party report |

**Suggested Methods of Instruction**

* Project
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction
* Simulation
* On job training

**Recommended Resources**

* Stationery
* Reference materials
* Learners guides
* Telephone
* Computers
* Internet connectivity
* Data collection tools
* Videos
* Projectors
* Smart board
* Product samples

# MARKET INNOVATIONS/RENOVATIONS

UNIT CODE: BUS/CU/ MKT /CR/05/5/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 140 Hours

**Unit Description**

This unit specifies the competencies required to conduct innovations/renovations. It involves conducting market assessment, creating prototype, conducting final product launch and post-launch evaluation.

**Summary of learning outcomes**

1. Conduct market assessment
2. Create prototype
3. Conduct final product launching
4. Conduct post-launch evaluation

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct market assessment | * Types of competitions * Market needs * Factors determining target audience | * Written tests * Observation * Oral questions * Third party report |
| 1. Create prototype | * Prototype * Sources of prototype ideas/views * Ways of assessing feedback | * Written tests * Observation * Oral questions * Third party report |
| 1. Conduct final product launching | * Roll out plan * Simple budget * Product testing | * Observation * Written tests * Oral questions * Third party report |
| 1. Conduct post-launch evaluation | * Methods of obtaining product feedback * Methods of renovating products | * Observation * Written tests * Oral questions * Third party report |

**Suggested Methods of Instruction**

* Project
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction
* Simulation
* On job training

**Recommended Resources**

* Stationery
* Reference materials
* Learners guides
* Telephone
* Computers
* Internet connectivity
* Data collection tools
* Videos
* Projectors
* Smart board
* Product samples

# DIGITAL MARKETING

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

**Relationship to Occupational Standards**

This unit addresses the unit of competency: conduct digital marketing

**Duration of Unit:** 130 Hours

**Unit Description**

This unit specifies the competencies required to conduct digital marketing.it involves determining marketing objectives, analyzing digital marketing target audience, examining digital marketing channel and collecting digital marketing feedback

**Summary of Learning Outcomes**

1. Determine digital marketing objectives
2. Analyze digital marketing Target Audience
3. Select digital marketing channel(s)
4. Collect digital marketing content feedback

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine digital marketing objectives | * Digital marketing objectives * Work plan | * Written tests * Observation * Oral questions * Third party report |
| 1. Analyze digital marketing Target Audience | * Consumer stratification * Consumer trends | * Written tests * Observation * Oral questions * Third party report |
| 1. Examine digital marketing channel(s) | * Digital media * Direct marketing * Online marketing * Social media marketing * Mobile marketing * Objectives of using digital marketing channels * Simple budget | * Written tests * Observation * Oral questions * Third party report |
| 1. Collect digital marketing content feedback | * Methods of data collection * Assessment tools * Methods of data analysis | * Observation * Written tests * Oral questions * Third party report |

**Suggested Methods of Instruction**

* Project
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction
* Simulation
* On job training

**Recommended Resources**

* Stationery
* Reference materials
* Learners guides
* Telephone
* Computers
* Internet connectivity
* Videos
* Projectors
* Smart board
* Cameras