

ENTREPRENEURSHIP SKILLS TRAINING

COMPETENCY BASED SYLLABUS FOR

ENTREPRENEURSHIP

SKILLS TRAINING

A. INTRODUCTION

- i. The review of this syllabus has been generally influenced by the demands of industries due to its continuous change as a result of technological advancement and the changing needs of society.

It was also influenced by the TVET reforms under the directions of the new educational reforms with the view to opening up further education and training opportunities to TVET graduates. The certificate ONE syllabus is designed to respond to the following level descriptors:

QUALIFICATION	KNOWLEDGE LEVEL	SKILLS AND ATTITUDE:
Certificate 1	<ol style="list-style-type: none">1. To demonstrate a broad knowledge base incorporating some technical concepts.2. To demonstrate knowledge of the theoretical basis of practical skills.3. To demonstrate knowledge in numeracy, literacy, IT and Entrepreneurial skills	<ol style="list-style-type: none">1. Require a wide range of technical skills2. Are applied in a variety of familiar and complex contexts with minimum supervision.3. Require collaboration with others in a team

- ii. The National Vocational Training Institute curriculum and course, specification in Entrepreneurship is designed to meet the current unemployment situation in Ghana.

Due to the global technological change leading to competition and the demand for quality personnel with entrepreneurial orientation.

The certificate one is to equip student to be self employed, employ other and be marketable wherever they find themselves. The study of entrepreneurship in Technical and Vocational schools is intended to provide the requisite skills as either entrepreneurs or intrapreneurs.

B. THE GENERAL OBJECTIVES

The primary objectives of the programme are to:

- Provide the knowledge, skills and attitudes in entrepreneurship skills training in entrepreneurship skills training in the Vocational and Technical education training that will best meet the Ghanaian economy
- Develop positive attitude towards self employment, judicious use of material and time in class and on the field

C. ENTRY REQUIREMENT

Selection of students for the course is at the discretion of the head of institution. It is recommended that entrants should satisfy one of the following:

- a. Must have passed the Basic Education Certificate Examination (BECE) or its equivalent. However the selection of students for the course is within the discretion of the head of the institution.
- b. A pass in Senior Secondary School Certificate Examination (SSCE) or its equivalent.
- c. Mature applicant with prior knowledge and experience in the field of entrepreneurship. Candidates must go through an interview and practical assessment.

D. CERTIFICATE

Certificates are awarded to candidates who pass all the components of the examination by NVTI.

The components for the examination are as follows:

Written Paper I - Multiple Choice

Written Paper I - Subjective

Practical Work

Oral – Presentation and defense

E. RESULT OF EXAMINATION

Each candidate will receive a record of performance giving the grade of performance for the components taken.

These are:

i. Distinction

ii. Credit

iii. Pass

iv. Fail

F. REFERENCE

Candidate who could not reach the expected standard in the other components apart from the practical have two years within which he/she could resit those components of the examination.

TABLE OF CONTENT

YEAR ONE and TWO – FOUNDATION (292 HOURS)

- ❖ General concept of entrepreneurship
 - Definition
 - Who is an entrepreneur
 - Factors affecting entrepreneurship development

- ❖ Employment
- ❖ Small business/enterprise
- ❖ Business Environment
- ❖ Business development services
- ❖ Legal forms of business ownership
- ❖ Taxation
- ❖ Legal issues
- ❖ Decision making and problem solving
- ❖ Communication
- ❖ Creativity and business opportunity identification
- ❖ Source of financing
- ❖ Record keeping

YEA R THREE – CERTIFICATE (146 HOURS)

- ❖ Marketing
- ❖ Pricing
- ❖ Evaluating the new business
- ❖ Basic record books
- ❖ Stock records
- ❖ Credit purchase (creditor's accounts records)/sales records (customer accounts records)
- ❖ Record Book or summary Records (ledger)
- ❖ Bank reconciliation
- ❖ Depreciation
- ❖ Costing

YEAR FOUR – CERTIFICATE II (148 HOURS)

Business Planning

Financial Management

Credit Management

Managing People

Time Management

Business Ethics

PRACTICALS

Foundation:

- ❖ Presentation and defense of report of business identification

Certificate I

- ❖ Presentation and defense of report of businesses

Certificate I I

- ❖ Presentation and defense of report of businesses

- ❖ Presentation and defense of simple businesses plan

REFERENCE BOOK

1. Buame, S, (2000) *Entrepreneurial And Innovative Management*, School of Administration
2. Dwomo-Fokuo, E. (2003) *Entrepreneurship Theory And Practice*, Kumasi Polytechnic
3. Hisrich,R.D., Peters, M.P. (1995) *Entrepreneurship Starting, Developing And Managing A New Enterprise*, 3rd edition, Richard Dirwin Inc.
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NOTE: Failure in practical test denotes a total failure.

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ENTREPRENEURSHIP

YEAR ONE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
One & Two	One	1.0	General concept of entrepreneurship	1.1.1. Describe how Entrepreneurship has develop	The general evolution of entrepreneurship	Guide students to trace the evolution of entrepreneurship	Explain how entrepreneurship has developed in the world including Ghana.
				1.1.2 Describe how Entrepreneurship has developed in Ghana	The general evolution of entrepreneurship from the colonial times	Guide students to trace the development of entrepreneurship in Ghana	
				1.1.3 Define the term Entrepreneurship	Definition of entrepreneurship from different perspectives	Students are to brainstorm to come out with the definition of entrepreneurship. This should be followed by a discussion on the definition	Define entrepreneurship
				1.1.4 Outline the importance of entrepreneurship	Importance of entrepreneurship: <ul style="list-style-type: none"> • enhances creativity and innovation • builds self confidence in people • serves as a tool for nation building • serves as the engine of growth for the nations economy 	Guide students to identify the role that entrepreneurship plays in their locality	Explain the role that entrepreneurship plays in the development of the nations economy.

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
One	One			1.1.5 Explain the reasons why entrepreneurship should be developed in a country	Reasons include: <ul style="list-style-type: none"> • employment generation • increased national production • re-investing national resources • harnessing youth vigour, and etc. 	Discuss why entrepreneurship should be developed	Explain the reasons for the development of entrepreneurship
			Who is an entrepreneur	1.2.1 Describe who an entrepreneur is and who a business person is	An entrepreneur refers to one who undertakes to organize and manage resources and assumes the risk of a business to come out with goods and services	By lecturing and brainstorming students are to describe an entrepreneurship and a business person	Distinguish between a business person and an entrepreneur
				1.2.2 State the characteristics of an entrepreneur	Characteristics of the entrepreneurs <ul style="list-style-type: none"> • Risk taking • Need to achieve • Innovation and creativity • Opportunity Orientation, • etc. 	i) Organize a trip for students to visit a renowned entrepreneur to share his/her experiences or ii) Successful entrepreneurs should be invited to share their experiences with students iii) Guide students to identify the characteristics they have iv) Guide students to develop entrepreneurial characteristics	Present findings in class Identify an entrepreneur and find out why he/she is an entrepreneur Identify entrepreneurial characteristics in students

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
One	Two		Factors affecting entrepreneurship	1.3 Explain the factors that affect the development of entrepreneurship	<p>Factors that affect the development of entrepreneurial spirit in people</p> <p>i) Environment(immediate family and friends), community, national, international</p> <p>ii) Financial</p> <p>iii) Displacement, etc.</p> <p>The role of the</p> <p>i) Government</p> <p>ii) Society</p> <p>iii) Families and friends</p> <p>iv) other stakeholders for example financial institutions play in the development of entrepreneurship in the country</p>	<p>i) Brainstorm to come out with the factors that affect the development of entrepreneurial spirit</p> <p>ii) Guide students to come out with ways their upbringing has helped to either kill or develop this entrepreneurial spirit in them</p>	Identify the factors which affect the development of entrepreneurial spirit
		2.0	Employment	2.1. Define employment	Employment is working to earn a living, payment could be in the form of wages or salaries depending on the nature of work	By brainstorming let students find out about the definition of employment	Define employment
				2.2 Describe the types of employment	<p>Types of employment</p> <ul style="list-style-type: none"> • Wage employment • Self employment 	By telling a story and questioning and answering, students should mention the two type of employment and define them	<p>Describe the two types of employment</p> <ul style="list-style-type: none"> • self and • wage • employment

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				2.3 State the advantage and disadvantage of wage and self employment	Types and characteristics of wage employment and self employment	By doing a role play and discussion afterwards students should come out with the advantages and disadvantages of wage and self employment	List the advantages and disadvantages of wage and self employment
				2.4 Outline the reasons why people go into wage or self employment persists	Self employment <ul style="list-style-type: none"> • Regain lost image • Exercise control over business • Become boss Wage employment <ul style="list-style-type: none"> • Assured income • Commitment may be less 	Organize visits for students and/or invite resource persons (self and wage employed) to share their motives for self and wage employment and give reasons for unemployment	State the reasons why people go into self or wage employment and the reasons for unemployment students to submit a field trip report
			2.5 State the reason why unemployment persist	Inadequate capital, technology, etc			
		3.0	SMALL BUSINESS/ ENTERPRISE	3.1 Define small business	Small business are defined based on the number of people and the capital employed	By using newspaper, advertisements and brainstorming let students find out about the definition of small business. Explain the NBSSI definition of small business.	Identify small business
				3.2 State the characteristics of small business	Characteristics of small businesses:- Labour intensive Small capital outlay, etc.	Discuss with students the characteristics of small businesses in their locality and comment on their common features.	Describe the characteristics of small businesses
				3.3 List the areas of small operation	Areas: Trading, Catering, etc	By reading newspaper articles and brainstorming let the students find out about the areas of small business operations	Identify the areas of small business operation

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				3.4 Outline the role of small businesses	<p>The role that small businesses play in the country. They form the:</p> <ul style="list-style-type: none"> • nursery for other entrepreneurs • technical base for economic development • platform for mobilizing resources for economic development. Etc. 	Guide students to identify small businesses in their locality and identify the role they play.	Identify the role of small businesses

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/METHODOLOGY	EVALUATION
ONE	Three			3.5 Explain the challenges/problems facing small businesses	Challenges/problems facing small businesses include: <ul style="list-style-type: none"> • Financing • Access to markets • Government policies • Inadequate managerial skills • etc 	Guide students to get first hand information from small businesses on their problems/challenges. Students are to write report for class discussions.	State the challenges/problems facing small businesses in Ghana
		4.0	Business Environment	4.1 Define the business environment	Definition of the terms: <ul style="list-style-type: none"> • Business • Environment • Business environment 	By brainstorming let students find out about the definition of business environment	Explain business environment
				4.2 Explain the major environmental factors that affect business	The major environmental factor that affect business include: <ul style="list-style-type: none"> • Culture and tradition • Political • Economic • Technology • Competition • Natural environment • Legal 	By lecturing, brainstorming, and discussion explain to students the major environmental factors that affect businesses.	Identify the major environmental Factors

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ONE	THREE	5.0	Business Development Services	5.2.1 Identify business development service providers, the services they provide and those whose permission or approval are necessary to enable small businesses to operate	Business development service providers in Ghana. <ul style="list-style-type: none"> • National Board for Small Scale Industries (NBSSI) • Management Development and Productivity Institute (MDPI) Etc. Services provided <ul style="list-style-type: none"> • Capital • Training • Link entrepreneurs • To potential customers • Facilitating Agencies • Transport companies • Insurance companies 	By organizing field visit/trips, inviting resource persons, talking with people for information, brain storming, let students identify the organizations and agencies that support entrepreneurs, the type of services provided	Identify the business development organizations and institutions and state their functions and the support they provide.

					<ul style="list-style-type: none"> • Radio stations 		
				5.2 Describe the advantages of registering a business	<p>Advantages of registering a business include:</p> <ul style="list-style-type: none"> • National requirement • Gain recognition or legal status, etc. 	After role play, guide students to brain storm and come out with advantages of registering a business	List the advantages of registering a business
				5.3 Describe the procedure for registering a business	<p>Business registration procedure:</p> <ul style="list-style-type: none"> • Purchase registration form from the Registrar General (R-G) department • Complete the form and return to R-G <p style="text-align: center;">↓</p> <p style="text-align: center;">Search by R-G</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Certificate to commence business is issued</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Start the business</p>	<ul style="list-style-type: none"> • Guide students to fill in the business registration form. • The teacher should invite the Registrar of Companies or organize a visit to the office of the Registrar of Companies for students to get first hand information. 	Describe the procedure for registering a business

YEAR TWO

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
TWO	One	6.0	Legal forms of Business Ownership	6.1 Identify the legal forms of business ownership	<p>Forms of business ownership:</p> <ul style="list-style-type: none"> • Sole trade (proprietorship) • Partnership • Limited Liability • Co-operative 	In groups, students visit the business premises to have first hand information on forms of business ownership. Students present their groups findings on the advantages and disadvantages in class for discussion	List the forms of business ownership
				6.2. Explain the advantages and disadvantages	<ul style="list-style-type: none"> • advantages and disadvantages of various forms of business ownership 		Identify the advantages and disadvantages of forms of business ownership

		7.0	Taxation	7.1 Explain Taxation and benefits to its society.	7.2. Taxation is payment people must make to maintain their government and to provide government services	Guide students to discuss what taxation is	Discuss what taxation is.
				7.2. Outline the types of taxation	Types of Taxation <ul style="list-style-type: none"> • Direct • Indirect 	Assist students to identify the types of taxation	Identify the types of taxation
				7.3 Describe the benefits of taxation and the reasons why some small businesses do not pay tax	Services governments provide with taxes include: <ul style="list-style-type: none"> • Roads • Hospitals • Etc. 	Students to brainstorm and come out with the benefits of taxation and the reasons why some businesses do not fulfill their tax obligations. Organize visit to the tax collection agencies	Discuss benefits of taxation

YEAR TWO

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Two	One	8.0	Legal Issues	8.1 Explain the legal issues an entrepreneur needs to know	Legal issues include: <ul style="list-style-type: none"> • The need for a lawyer • Patent right • Trade secret • Licensing • Product safety and reliability • Insurance • Copy right 	Invite resource persons, preferably lawyers and businessmen to explain all the legal issues and help practicalize them	Produce reasons why there is the need to adhere to the legal issues discussed
Two	TWO	9.0	Decision making and problem solving	9.1 Explain decision making and problem solving	9.2.1 Decision making is a skill which involves considering a wide range of factors to make an intelligent choice.	Students to brainstorm and come out with the problems they face everyday and the decisions they take to solve	Explain what decision making is

				9.2 Outline the steps the steps in decision in decision making	<p>Decision making and problem solving are key for business success, in relation to risk taking and management</p> <p>Steps in decision making</p> <ul style="list-style-type: none"> • Define the problem • Set your objectives • Identify alternative solutions • Compare the alternatives • Choose the best alternative • Implement • Evaluate your decision 	<p>these problems</p> <p>Guide students to undertake a case-study involving a problem with decision</p>	<p>Make a decision using the steps in decision making</p>
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		10.0	Communi- cation	10.1 Define Communication	Communication is the process of transmitting information from one person to another with the information being understood by both parties	By brainstorming, let students come out with the definition of communication	Define Communication
				10.2 Identify the components and processes of communication	<p>Components and processes of communication</p> <ul style="list-style-type: none"> • The sender • The message • Medium/channel • The receiver • Feedback 	Through role play teachers guide students to demonstrate the components and the processes of communication. Follow up with a discussion.	Discuss the processes and components of communication

				10.3 Assess the importance of communication	The importance of communication include: <ul style="list-style-type: none"> • Employees will know what is expected of them • Etc. 	Students to brainstorm in groups, come out with the importance of communication and report in class for discussion	List the importance of communication
				10.4 Outline the Factors of effective communication	Factors of effective communication <ul style="list-style-type: none"> • Clarity of expression • Clearly define purpose • Sufficient lime • Proper medium/channel 	Through a role play students are to demonstrate the factors of effective communication; Follow up-with discussion in class	Describe the factors of effective communication
				10.5 Explain the channels of communication	Channels of Communication <ul style="list-style-type: none"> • Vertical • Horizontal • Lateral • Diagonal 	Through discussion demonstration, role-play and discussion let students identify the channels of communication	List and explain the channels of communication

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				10.6 Identify the forms/modes of communication indicating their advantages and disadvantages	Forms of communication <ul style="list-style-type: none"> • Written • Verbal • Non-verbal 	By brainstorming guide students to come out with the forms of communication, their advantages and disadvantages.	Describe the forms of communication Indicating their advantage and disadvantage
TWO	TWO			10.7 Outline the methods of communication within an organization	Methods of communication within an organization <ul style="list-style-type: none"> • Letters Bell/Siren • Reports • Minutes • Notice boards • Circulars • Memoranda 	By discussion let the students identify the various methods of communication within an organization	List and explain the methods of communication within an organization

					<ul style="list-style-type: none"> • Handbooks/manuals and pamphlets • Public address systems • Journals, periodicals 		
				10.8 Describe barriers to effective communication	<p>Barriers to effective communication</p> <ul style="list-style-type: none"> • Vague objectives • Difficulty in putting words together • Physical barriers • Status • Uncontrolled emotions • Time factor • Difference in perception • Difficulty in putting words on paper 	By brainstorming, role-play and discussion, guide students to outline the barriers to effective communication	State the barriers to effective communication

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TWO	THREE	11.0	Creativity & Business Opportunity Identification	11.1 Define Creativity	Creativity is idea that bring about new product, new processes, and practices it. Reduces cost and improve quality of product	Brainstorming, trainees should define the term “Creativity”	What is Creativity?
				11.2 Explain how to develop Creativity	Developing creativity through: <ul style="list-style-type: none"> • Brainstorming • Imagination • Etc. 	By doing group work and a practical exercises trainees should find out means of developing creativity	Write down the ways of developing Creativity
				11.3 Describe the importance of Creativity	Importance of creativity include: <ul style="list-style-type: none"> • Helps to discover new techniques, principles and 	By group work, brainstorming and debate (pro & contra) trainees should describe the	Describe the importance of Creativity

					<p>method of doing things</p> <ul style="list-style-type: none"> • Efficiency • Etc. 	importance of Creativity	
				11.4 Outline the factors that enhances or stifle Creativity	<p>Factors</p> <ul style="list-style-type: none"> • Leadership style • Child up bringing • Political environment • Etc. 	By doing some group work, trainees should find out the factors that enhances and stifle Creativity	State the factors that enhance and stifle Creativity
				11.5 Define Business Idea	Definition of business idea	By brainstorming, trainees should define the term “Business Idea”	What is Business Idea?
				11.6 Describe how to generate Business Ideas	<p>Generation of business ideas</p> <ul style="list-style-type: none"> • Consider talents, skills and knowledge required • Identify problems and find innovative solutions to them • Etc. 	By group work and brainstorming let trainees describe the methods of generating Business Ideas	Describe he methods of generating Business Ideas

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				11.7 Mention the sources of Business Ideas	<p>Sources of ideas</p> <ul style="list-style-type: none"> • Needs and wants of the community • External environment • Hobbies and interest • Etc. 	By brainstorming and/or by lecture from resource persons, trainees should list and explain the sources of business ideas	State some of the sources of business ideas
				11.8 State the importance of generating Business idea	<p>Importance of generating business ideas</p> <ul style="list-style-type: none"> • spread risk • competitive advantage • meet market needs, etc. 	By story telling, role-play and brainstorming, trainees should state the importance of generating Business Ideas.	What is the importance of generating Business Ideas?
				11.9 Explain Business Opportunity	Meaning of business opportunity	By discussions, the term “Business Opportunity” should be explained	What is Business Opportunity?
				11.10 State the	Characteristics	By discussions, questioning	Mention some of the

				characteristics of Good Business Opportunity	<ul style="list-style-type: none"> • meet market demand • attractive return on investment • competition, etc. 	and answering let trainees state the characteristics of good business opportunities.	characteristics of Good Business Opportunity
				11.11 State the process of starting a New Enterprises	Process <ul style="list-style-type: none"> • mobilize resources • reorganize resources • Etc. 	By group work and presentation, trainees should state the process for starting a New Enterprise	Write the process of starting a New Enterprise
				11.12 Identify a business opportunity for a New Enterprise	Identification of various business opportunities	By group work, let trainees identify various means by which new enterprises can be established	State the business ideas and identify opportunities for a New Enterprise
				11.13 Explain the reasons for low Job Creation in Ghana	Reasons <ul style="list-style-type: none"> • Financing • White collar job mentality • Low savings, • Etc. 	By field visit in groups and discussion, let trainees find out reasons for Low Job Creation in Ghana	State the importance of generating Business Ideas

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		12.0	Sources of Financing	12.1 Identify the various sources/uses of fund	Two main sources of finance <ul style="list-style-type: none"> • Debt • Equity Can be formal or informal	By brainstorming, questions, answers and discussion, let trainees identify the various sources of getting funds and uses of funds in a small business	Identify the various sources/uses of fund available to small businesses.
				12.2 Assess the suitability of the various sources/uses of fund	The advantages and disadvantages of the various source of funds	Invite a resource person to give a talk. By discussion, let the students state (list) the advantages and disadvantages of the various sources of funds	Give the advantages/disadvantages of the various sources/use of funds
		13.0	13.1 Record Keeping	Define: Record keeping and Transaction	Definition of record keeping and transaction	By a role-play, brainstorming and discussions, trainees should define the terms	What are the definition for a) Record keeping

			(Introduction)			“Record Keeping” and “Transaction”.	b) Transaction
				13.2 Outline the benefits of record keeping	Benefits <ul style="list-style-type: none"> • Know the performance of the business • Meet legal requirement • Help raise bank loans • Etc. 	By a role-play, brainstorming and discussions, trainees should outline the benefits of record keeping.	State the benefits of Record Keeping
				13.3 Distinguish between: Money, cash and cheques, Notes, coins and currency	Detail description of money, cash, cheques, notes, coins, currency.	By brainstorming, questioning and answering, using objects, trainees should differentiate between Money, cash, cheque, Notes, coins and currency.	Explain the following terms: Money, cash, cheque, Notes, coins and currency; and distinguish between them.
				13.4 Explain source Documents	Source Documents <ul style="list-style-type: none"> • receipts • honour certificate • invoice • Etc. 	By demonstration, brainstorming and discussions, trainees should explain and list examples of sources document.	Explain in your own words what source documents are and give examples.

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
TWO	THREE	13.5		List the Basic Books kept by Small Business	Basic books : Cash record Stock Credit purchase (Creditors Account Record) Credit sales book (customers Accounts Record) Record Books (Ledger)	By brainstorming; lead trainees to list the basic books kept by small businesses:	Mention the basic books kept by small business.

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
THREE	ONE	14.0	Marketing	14.1 Define Market and Marketing	Definition of Market and Marketing	By brainstorming, define the concept of “Market” and “Marketing.”	What is Market? What is Marketing?
				14.2 Differentiate between Market and the concept of marketing		By brainstorming, discussion, questioning and answering, let trainees describe the concept of Market and marketing	List the difference between Market and Marketing
				14.3 State the importance of Market Research and conduct a market Research	Importance of Market research for decision making on <ul style="list-style-type: none"> • product • price • promotion • distribution 	By questioning, answering, brainstorming and demonstration, let trainees state the importance of Market Research and how to do a research	State the importance of Market Research and how to conduct market Research
				14.4 Explain the reasons why customers buy products/services	Reasons <ul style="list-style-type: none"> • Physical eg. Performance • psychological eg. Pride 	By brainstorming, and discussion, let trainees explain reasons why customers buy particular products	Explain the reasons why customers buy particular product brand
				14.5 Explain Marketing Mix Variables	Marketing mix variables <ul style="list-style-type: none"> • Product • Price • Promotion • Place/Distribution 	Using case study, demonstration, brainstorming, new papers etc. guide students to identify products, price promotion and places/distribution	Explain the Marketing mix variables
				14.6 Describe the product	Product – Anything tangible or intangible offered to satisfy the needs and wants of consumers	With the aid of items provided, the teacher should guide students to identify products.	Describe a product

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
				14.7 Explain the need for packaging a product	The importance of packaging an end product. <ul style="list-style-type: none"> • Protects and preserves contents • Attracts buyers, gives information • Promotes easy handling • Adds value, etc. 	Students to brainstorm to bring out the need for packaging technical products	List five reasons for packaging
				14.8 Package items appropriately	Types of packaging - Sachets, boxes, hangers, wrappers. Qualities of good and effective packaging - Labels, instructions, neatness, appropriate use of packaged materials	Assist students to discuss qualities of good and effective packaging with examples, consider types of packaging, how to package a product and effective packaging qualities	Identify a well package product Package products made
				14.9 Describe distribution channels suitable for products/services	DISTRIBUTION CHANNEL $M \rightarrow W \rightarrow R \rightarrow C$ $M \rightarrow R \rightarrow C$ $M \rightarrow C$ M → Manufacturer W → Wholesaler R → Retailer C → Consumer	By questioning, answering, brainstorming and discussion, let trainees describe Channels of distribution and the factors to consider when deciding on the channels of distribution	List the channel of distribution and the factors to consider when deciding on the channels of distribution
				14.10 Explain the promotional methods suitable for product/services	Methods of promotion <ul style="list-style-type: none"> • Personal selling • Sales promotion • Advertising • Packaging • etc 	By group work, brainstorming and discussion, let trainees explain the promotional methods suitable for a product/service	List some promotional methods suitable for products/services and explain them.

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
				14.11 State the methods use to attract and retain customers	Methods of attracting and retaining customers include: <ul style="list-style-type: none"> • quality of product • building a relationship • customer satisfaction • etc 	By role-play and brainstorming, let trainees state the methods to attract and retain customers	Mention some of the ways to attract and maintain customers
				14.12 Enumerate the importance of Customer Satisfaction	Importance of customer satisfaction <ul style="list-style-type: none"> • buys again • unpaid advertisement agent • etc 	By role-play and brainstorming, let trainees state the importance of customer satisfaction	State the importance of Customer Satisfaction
				14.13 Explain the meaning of Customer Relations	Customer relation is relationship between the customer and entrepreneur or organization	By role-play, brainstorming and discussion, let trainees explain the term “Customer Relations.”	What is Customer Relations?
				14.14 State the skills of a Sales Person	Sales person have <ul style="list-style-type: none"> • good knowledge about product • self confident • etc 	By role-play, brainstorming and discussion, let trainees state the skills of a Sales Person.	Explain the skills of a Sales Person

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
		15.0	Pricing	15.1 Differentiate between Price and Pricing	Explain price and pricing to bring out the differences	By brainstorming and discussion, let trainees define the terms “Price” and “Pricing.” Explain the difference between them.	Distinguish between Price and Pricing
THREE	ONE			15.2 Explain the importance of Pricing	Importance of Pricing <ul style="list-style-type: none"> • For greater market share • Maximize profit • Be competitive • etc 	By role-play, brainstorming and discussions, let the trainees explain the importance of pricing	State and explain the methods of pricing
				15.3 Explain the different methods of Pricing	Methods of pricing <ul style="list-style-type: none"> • penetrating • skimming • psychological • going market pricing • markup/cost plus pricing • Seasonal • Below competition • etc 	By questioning, answering and brainstorming, assist trainees to explain the different ways of pricing	State and explain the methods of pricing
				15.4 Set a Price for a Product	<ul style="list-style-type: none"> • Calculate selling price 	By demonstration and practical exercises, let trainees state the steps in pricing a product/service	Set a Price for a product/service from a given data

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
				15.5 List factors to consider when pricing a product or service	Factors to consider <ul style="list-style-type: none"> • Demand • Competition • Economic climate • Objectives of the market • etc 	By brainstorming and discussion, let trainees list the factors to consider when pricing a product or service.	List some of the factors to consider when pricing a product/service
				15.6 Describe the signal of wrong Pricing	Wrong pricing signal include: <ul style="list-style-type: none"> • complaint from customers • low sales • Etc. 	By role-play and/or games and by discussions, let trainees describe the signs of wrong pricing	Describe some of the symptoms of wrong pricing.
THREE	TWO	16.0	Evaluating the new business	16.1 Evaluate the new business	Areas to evaluate <ul style="list-style-type: none"> • Technical • Financial • Organizational • Market • Competition 	Brainstorm to come out with the areas to be evaluated	List the areas of the new business that need to be evaluated
				16.2 Assess Technical requirements	Technical requirements <ul style="list-style-type: none"> • Technical specifications of products e.g. shape, colour, size, durability etc. • Machinery • Product development • Plant location etc. 	Discuss technical requirements after brainstorming	Evaluate the technical requirements

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
				16.3 Assess the financial requirements	Financial requirements <ul style="list-style-type: none"> • Fixed assets • Current assets • Working capital • Financing sought 	Discuss financial requirements	Evaluate financial requirements
				16.4 Assess organizational requirements	Organizational requirement <ul style="list-style-type: none"> • Management • Staff or labour requirement • Skills needed • Competitive 	Discuss organizational requirements	Evaluate the organizational requirements
				16.5 Assess marketing requirement	Market analysis <ul style="list-style-type: none"> • Consumers and their buying behaviour • Pricing • Promotion • Distribution • Etc. 	Discuss market analysis	Evaluate market requirements
				16.6 Assess competitors	Competitive analysis <ul style="list-style-type: none"> • Strengths and weaknesses • Funding of competitors • Reaction to new entrants • Pricing and promotional strategies • Etc. 	Discuss competitive analysis	Produce evaluation report on the businesses they have chosen

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
THREE	THREE	17.0	Basic Records Books Cash Record	17.1 Explain the ways that money comes into and goes out of a business	Cash into business <ul style="list-style-type: none"> • payment from credit sales • banks (loans) • money lenders cash out of business <ul style="list-style-type: none"> • cash payment • payment of credit purchases • wages and salaries etc. 	By a role-play and/or going for a field visit/trip, trainees should explain how money comes in and goes out of a business.	Explain some of the ways cash comes in and goes out of a business
				17.2 Rule a Cash Book		By demonstration, lecture,, questioning and answering, students should rule and record a Cash Book and explain the meaning of each column.	Rule a Daily Cash Record
				17.3 Prepare a Cash Book	Rule and prepare a cash book	By demonstration and practical work, let trainees learn the kind of transactions that are recorded in the “cash in” and “cash out” columns and how to balance the books.	Enter and balance a Daily Cash Book from a given data
				17.4 List ways of keeping tract of money coming into and going out of a business.	Record of purchases and sales	By doing a role-play and discussions, trainees should recognize the ways of keeping track of money coming into and going out of a business	State ways of keeping track of money and coming into and going out of a business

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
		18.0	Stock Record	18.1 Define stock	Definition of stock	By brainstorming let trainees define the term “Stock Record”	What is Stock?
				18.2 Identify the reasons for recording stock.	<ul style="list-style-type: none"> • Reasons for recording stock include: • Know whether there are sufficient stock • Too few or many items • Products which are used faster • Goods close to expiry date • The need to re-order more stock • Etc 	By role-play and group work, trainees should identify reasons for recording stock.	What are some of the reasons for recording stock?
				18.3 Rule Stock Record Book	Rule Stock Record Book	By demonstration, questioning and answering, show trainees how to rule Stock Record and explain the use of each column	Rule and balance a Stock Record from a given data
				18.4 Make entries in a Stock Record Book	Making entries of <ul style="list-style-type: none"> • articles • quantity • unit price • total cost 	By demonstration, questioning and answering, show trainees the kind of transactions that are recorded in the “Stock In” and “Stock Out” columns and how to balance the book	Enter and balance a stock Record from a given data
				18.5 Explain how to take Stock		By questioning and answering, ask trainees to explain the ways of taking stock.	Explain how to take Stock

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
				18.6 Rule and fill stock taking list		By demonstration, explanation, questioning and answering and by practical application, ask trainees to rule Stock Taking List. Explain how to fill each column.	Rule and fill Stock Taking List from a given data
THREE	THREE	19.	Credit Purchase (Creditors Account Record)/ Sales Records(Customer's Account Record	19.1 Explain the terms: Credit Purchase and credit sales	<ul style="list-style-type: none"> • Definition of credit purchase and credit sales 	By demonstration, brainstorming and discussions, lead trainees to understand the terms "Credit Purchase" and "Credit Sales"	Explain the terms Credit Purchase and sales
				19.2 Mention the reasons for recording Credit Purchase and Sales	<ul style="list-style-type: none"> • Reason for credit purchase and credit sales records include: • to keep track of monies owed or being owed • to help manage credit facilities • etc 	By a role-play and discussions, ask trainees to state the reasons for recording Credit Purchases/Sales	State the reasons for recording Credit Purchase/Sales

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
				19.3 Explain the difference between Credit Purchases and Sales		By brainstorming and/or a role-play, ask trainees to explain the difference between credit purchases and credit sales	What are the difference between Credit Purchase and Sales
				19.4 Rule Credit Purchase and Sales Format	Format	By demonstration and explanations. Lecturers should let the trainees rule the Credit Purchase and Sales Records and explain the meaning of each column to them.	Rule credit purchase and sales format
				19.5 Prepare Credit Purchase/Sales Records		By demonstration and lecture, show trainees the kind of transactions that are recorded in the Credit Purchase/sales and Amount Paid column and how to balance the records	Enter and balance the Credit Purchase/Sales records from a given data
		20.0	RECORD BOOK OR SUMMARY RECORD (LEDGER)	20.1 Explain the general purpose of a ledger	Ledger for entering all figures	By lecture, brainstorming and demonstration, ask trainees to explain the purpose or use of the (ledger) Summary Record Book	What are the uses of a Ledger?

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
				20.2 Mention the steps in preparing a ledger	<ul style="list-style-type: none"> • Steps in preparing a ledger: • dates and details • receipts and invoices • cash in/out • etc 	By demonstration and practical exercise, ask trainees to rule a (ledger) Summary Record Book . Let them write the steps involved	Rule a Ledger or Summary Record
				20.3 Make entries in a Ledger	<ul style="list-style-type: none"> • make entries using figures 	By demonstration and practical exercise, show trainees how to fill transactions in each column and their uses.	Enter and balance a Summary Record from a given data
		21.0	BANK RECONCILIATION STATEMENT	21.1 State the purpose of Bank Reconciliation Statements	Purpose of Bank Reconciliation statements: <ul style="list-style-type: none"> • To reconcile daily cash record balance and the bank statement balance, etc. 	By doing brainstorming and discussions, let trainees state the purpose of Bank Reconciliation Statements	What is the purpose of Bank Reconciliation Statement?
				21.2 Explain the causes of differences between Cash Balance and Bank Statement Balance	Causes of difference <ul style="list-style-type: none"> • Cheques paid out to creditors may not have been presented by the creditors (supplier) for payment • Etc. 	By a talk from a Banker and/or brainstorming, ask trainees to list and explain the causes of differences between the Cash Record and the Bank Statement and explain them	Explain some of the causes of differences between Cash Record and Bank Statement.

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
		22.0	DEPRECIATION	22.1 Define Depreciation	Definition	By practical example, questioning and answering, assist trainees to define the term Depreciation.	What is Depreciation?
				22.2 Mention the reasons for making provision for depreciation	<ul style="list-style-type: none"> Value of fixed assets reduce over their estimated useful life 	By role-play, brainstorming, discussion and debate, let trainees state the reasons for making provision for Depreciation.	State some reasons for making provision for Depreciation
				22.3 Calculate Depreciation	Calculation of depreciation	By demonstration and practical exercise, ask trainees to calculate Depreciation.	Calculate a depreciated value of an asset using any of the methods
				22.4 Rule and fill a Depreciation Record Book		By demonstration and practical exercise, assist trainees to rule Depreciation Record Book and fill each column	Rule and fill Depreciation Record Book from a given data

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
		23.0	COSTING	23.1 Distinguish between Cost and costing	COST: an amount of money a business uses in production. Costing is a method a business uses to find out how much money is used in the production of goods or services.	By brainstorming and discussion explain the terms “Cost and and “Costing” and explain the difference between them.	Differentiate between Cost and Costing
				23.2 Explain the importance of Costing	Importance of costing	By role-play, brainstorming and discussions, let trainees explain the importance of Costing.	Explain the importance of Costing
				23.3 Describe the types of Cost	<ul style="list-style-type: none"> • Direct • Indirect These can be fixed or variable costs	By brainstorming and discussions, ask trainees to describe the types of cost. Direct, indirect, variable and fixed.	Describe briefly the types of cost.
				23.4 Cost a single product		By demonstration and practical exercise show trainees the steps in costing a single product.	Find the Cost of a product/service from a given information.
				23.5 Calculate the cost of many products		By demonstration and practical exercise, let trainees state the steps in the costing of many products. Ask them to calculate for given products.	Calculate the cost of many products from a given data.

YEAR THREE

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
				23.6 List the factors that increase Costs and how to reduce them.	Factors that increase <ul style="list-style-type: none">• Raw materials• Labour• Indirect costing e.g. Utilities Reduce cost by <ul style="list-style-type: none">• Good buying practices• Uses efficient machines• Using utilities wisely	By brainstorming and discussions ask trainees to state the factors that increase costs and how to reduce those costs of production.	State some factors that increase costs and how to reduce them.

YEAR FOUR

YEAR	TERM	NO	TOPIC	SPEFICIF OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITY/METHODOLOGY	MEASURE
FOUR	ONE	24.0	BUSINESS PLANNING	24.1 Distinguish between Business Planning and Business Plan	Definition of business planning and business plan	By brainstorming and discussion, let trainees define: a) Business Planning b) Business Plan and state the difference between the two	Define Business Planning and Business Plan and show the difference between them
				24.2 State the importance of Business Planning	Importance of business planning include: <ul style="list-style-type: none"> • Prepares the entrepreneur for the future • Sets objectives for the business • Set out effective use of resources Etc. 	By brainstorming, discussion, role-play and a case study, let trainees state the importance of Business Planning.	State the advantages of Business Planning;
				24.3 Explain the components of Business Planning	Components/critical areas <ul style="list-style-type: none"> • Fixed assets • Raw materials • Labour • Capital 	By brainstorming, group work and discussion, let trainees identify and explain the components of Business Planning	Explain the components of Business Planning
				24.4 Mention the stages of Business Planning	Stages of planning <ul style="list-style-type: none"> • Set goals • Gather information • Analyze information • Analyze resources • Etc 	By brainstorming and discussion, let trainees identify and state the stages of Business Planning	What are the stages of Business Planning?
				24.5 Prepare a simple Business Plan	Simple business plan	By demonstration, group work and practical application of project work, let trainees prepare a Business Plan	Draft a simple Business Plan

YEAR FOUR

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
FOUR	TWO	25.0	FINANCIAL MANAGE- MENT	25.1 Define Financial Management	Definition of Financial Management	By brainstorming, role-play and discussion, let trainees define the term Financial Management	What is Financial Management
				25.2 Explain Profit and Loss Statement, balance sheet and cash flow budget	Reasons for profit and loss statement, balance sheet and cash flow budget.	By brainstorming and discussion, let trainees explain the use of <ul style="list-style-type: none"> • Profit and Loss Statement • Balance Sheet • Cash Flow Budget 	Explain the uses of Profit and Loss Statement, Balance sheet and cash flow budget
				25.3 Plan Cash Acquisition and Disbursement	Importance of Financial management	By discussion and brainstorming, let trainees plan how to acquire and disburse funds.	Plan Cash Acquisition and Disbursement
				25.4 Prepare a simple Profit and Loss Statement, Balance Sheet and Cash Flow Budget	Help solve the problem of:	By demonstration, practical application, group work and discussion, let trainees prepare <ul style="list-style-type: none"> • Profit and Loss Statement • Balance Sheet and • Cash Flow Statement 	Prepare a simple Profit and Loss Statement, Balance Sheet and Cash Flow Budget from a given data.
				25.5 State the importance of Financial Management	<ul style="list-style-type: none"> • Undercapitalization 	By brainstorming, discussion and a role-play, let trainees outline importance of Financial Management of an enterprise	Enumerate the importance of Financial Management
				25.6 State the reasons for Poor Financial Management	<ul style="list-style-type: none"> • Poor stock management 	By brainstorming, discussion and a role-play, let trainees state reasons for Poor Financial Management of an enterprise	Enumerate the causes of Poor Financial Management

YEAR FOUR

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
		26.0	WORKING CAPITAL ASSESSMENT AND MANAGEMENT	26.1 Define Working Capital	Definition of working capital	By brainstorming, questioning, answering and discussion, let trainees define “Working Capital”	What is Working Capital?
				26.2 State the components of Working Capital (Working Capital Cycle)	Components of working capital <ul style="list-style-type: none"> • Cash • Inventory Etc. 	By questions, answers and brainstorming, let trainees identify and state the “Components of Working Capital.	Mention the Components of Working Capital
				26.3 Assess Working Capital Needs		By brainstorming, discussion and practical application, let trainees assess the “Working Capital Needs” of an enterprise	Explain how to assess Working Capital Requirement
				26.4 Explain Working Capital Management	Definition of working capital management	By brainstorming and a case study, let trainees explain “Working Capital Management” and apply to a known enterprise	Explain Working Capital Management
				26.5 Explain the importance of Working Capital Management	Importance of working capital management include: <ul style="list-style-type: none"> • Ensure that cash, materials are available at all times • Etc. 	By discussion, brainstorming and a role-play, let trainees explain the “Importance of Working Capital Management”	Explain the importance of Working Capital Management
				26.6 Describe how to manage Working Capital	<ul style="list-style-type: none"> • Manage components of working capital include • Cash • Inventory • Etc. 	By demonstration and discussion, let trainees describe how to manage Working capital	List some of the ways to/methods used to manage Working Capital and describe the processes involved

YEAR FOUR

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
		27.0	CREDIT MANAGEMENT	27.1 Define Credit Management	Definition of credit management. Objectives of credit management	By role-play, brainstorming and discussion, let trainees define the term “Credit Management.”	What is Credit Management?
				27.2 Explain the objectives of Credit Management	<ul style="list-style-type: none"> • Strive to steel goods for cash rather than on credit basis • Able to sell at least 70% of goods and services for cash • Etc. 	By brainstorming and discussion, let trainees explain the ultimate aim of Credit Management	State the objectives of Credit Management
				27.3 Explain the reasons why people buy/sell on credit.	Reasons for buying/selling on credit	By role-play, brainstorming and discussion let the trainees explain the reason why people buy/sell on credit.	Explain the reasons why people buy/sell on credit.
				27.4 state the advantages and disadvantages of buying/selling on credit	Advantages and disadvantage of buying/selling on credit	By debate/discussion, let trainees state the advantages/disadvantages of buying/selling on credit	Give the advantages and disadvantages of buying/selling on credit
				27.5 Describe how to manage credit	Ways of Managing credit <ul style="list-style-type: none"> • Ensure that customers know when to pay • Write down names, amount and dates customers are to pay • Etc. 	By demonstration, brainstorming and discussion, let trainees describe and explain how to manage credit	Describe some of the methods used to mange credit

YEAR FOUR

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
FOUR	THREE	28.0	MANAGING PEOPLE	28.1 Explain the main activities in managing people	Main activities <ul style="list-style-type: none"> • Recruitment • Selection • Determining wages and salaries • Ensuring health and safety • Appraisal • Etc. 	Brainstorm to come out with the main activities in managing people	Identify the main activities in managing people
		29.0	TIME MANAGEMENT	29.1 Define Time Management	Definition	By role-play and a discussion afterwards define the term “Time Management.”	What is Time Management?
				29.2 List and priorities activities	List and Prioritize activity	By group work let the trainees list and priorities their day’s activities	List and priorities some given activities
				29.3 State the signs of Time Wasting	Signs of time wasting include: Disorder at the workplace <ul style="list-style-type: none"> • Rushing to complete an assignment 	By a role-play, brainstorming and discussion, let the students find out about the signs of Time Wasting.	Give some of the signs of Time Wasting
				29.4 Describe the Activities of Time Wasting	Time wasting activities include: <ul style="list-style-type: none"> • Idling about • Procrastination • Etc. 	By brainstorming and group work (Pair wisely) trainees should find out Time Wasting Activities	Mention some Time Wasting Activities
				29.5 Enumerate the importance of Time Management	Importance of Time Management include: <ul style="list-style-type: none"> • Task get done on time • Saves time for other assignment • Etc. 	By a role-play, brainstorming and discussion, let trainees recognize the importance of Time Management.	State the importance of Time Management

YEAR FOUR

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITY/ METHODOLOGY	EVALUATION
				29.6 State ways/methods of managing or planning time.	<p>Methods of managing time include:</p> <ul style="list-style-type: none"> • Write down all activities • Arrange activities in order of priority • Etc. 	By group work and discussions, trainees should state various ways/methods of managing time	What are ways of planning time
		30.0	BUSINESS ETHICS	30.1 Define Business Ethics	<ul style="list-style-type: none"> • Definition 	By doing a role-play and/or reading biblical stories, trainees should be able to explain the term “Business Ethics.”	What is Business Ethics?
				30.2 Explain the two different meanings of a Good Business Person	<p>Good business person</p> <ul style="list-style-type: none"> • Contribute to social justice, peace and sustainability of creation • Etc. 	By doing a role-play and discussions, let trainees explain the two different meanings of a Good Business Person. Let trainees list some practical application to their daily lives	Explain the two different meanings of Good Business person.
				30.3 Mention the basic sources of Ethical Judgment	<p>Sources of Ethical judgment</p> <ul style="list-style-type: none"> • Religion • Attitude • Etc. 	By doing brainstorming and discussions, let trainees state the basic sources of Ethical Judgment	State some basic sources of Ethical judgment
				30.4 Enumerate Non-Ethical Attitude or Activities	<p>Non-ethical attitudes/activities</p> <ul style="list-style-type: none"> • Exploiting workers • Etc. 	By doing brainstorming and discussions, let trainees state the basic sources of Ethical Judgment	List some Non-Ethical Attitude in business life.
				30.5 Explain religious backing to be used as a guide for Religious Business Ethics	Religious backing for religious Business ethics	By doing brainstorming, trainees should list Bible or other religious text, which can be used as a guide for Christian or other religious Business Ethics. The bible or other religious texts should be interpreted/analyzed	Quote Bible or other texts which can be used as a guide for Christian or other Religious Business Ethics

PRACTICALS

YEAR ONE & TWO

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITY/METHODOLOGY	EVALUATION
ONE & TWO	1	1.0	Entrepreneurs and their characteristics	Study entrepreneurs and their characteristics	Entrepreneurial characteristics <ul style="list-style-type: none"> • Risk taking • Need to achieve 	Students should pick entrepreneurs from their locality and study their characteristics	Presentation of report of the entrepreneurs studied, in class
				Develop entrepreneurial characteristics	<ul style="list-style-type: none"> • Innovation and creativity • Opportunity orientation • Etc. 	Develop entrepreneurial characteristics e.g. risk taking. Creativity, etc. through story telling, ring tossing, etc.	Exhibit entrepreneurial characteristics developed
	2	2.0	Challenges facing small businesses	Gather information on challenges facing small businesses	Challenges facing small business include: <ul style="list-style-type: none"> • Challenges • Financing • Access to markets • Government policies • Inadequate managerial skills • Etc. 	Field work to interact with small businesses about the challenges they are facing	Present group report on the challenges facing small businesses
	3	3.0	Business Identification	Identify viable business opportunity	Generate ideas for the business	<ul style="list-style-type: none"> • Students should be in groups, at least 5 in a group. • Each group should come out with at least ten(10) business ideas. • Each group should brainstorm and narrow down to one that they can operate in year 3. 	Presentation and defense of report at the end of year II

YEAR THREE & FOUR

YEAR	TERM	NO	TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITY/METHODOLOGY	EVALUATION
3	1	4.0	Small Business	Start Small Business		Mobilize resources and start small business in groups	
		5.0	Market Research	Conduct Market Research	Collect primary and secondary data from businesses chosen	Guide students to carry out market research	Present report on Market research for your businesses
	2	6.0	Feasibility study	Conduct an assessment of the business	Assessment on <ul style="list-style-type: none"> • Technical • Financial • Market • Organizational • Competitive 	Guide students to carry out assessment of the businesses they have chosen	Present report on assessment of your business
		7.0	Small Business	Run small businesses		Assist students to run businesses or businesses started	
	3	8.0	Presentation	Present and defend report at the beginning of the academic year		Present and defend report on businesses started at the beginning of the academic year	Report
4	1	9.0	Small Businesses	Run small businesses	Managing of businesses <ul style="list-style-type: none"> • Finance • Marketing • People-group members, customers • Etc. 	Assist students to manage businesses	Present term report on businesses

MAJOR PRACTICAL ASSESSMENT

Foundation - Presentation and defense of Business identification report

Certificate I - Presentation and Defense of Report on businesses started at the beginning of the third year

Certificate II - a) Presentation and defense of Report on businesses

b) Presentation and defense of mini business plan on business to be commenced after graduation