



National Diploma in **MARKETING** SYLLABUS



THE REPUBLIC OF UGANDA

Ministry of Education, Science,
Technology and Sports

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Acronyms

| | |
|--------|---|
| AGOA | African Growth and Opportunity Act |
| BTVET | Business, Technical and Vocational Education and Training |
| CBET | Competence Based Education and Training |
| CBOs | Community based organisations |
| CGPA | Cumulative Grade Point Average |
| CH | Contact Hours |
| COMESA | Common Market for Eastern and Southern Africa |
| CU | Credit Units |
| CVPA | Costs, Volume and Profit Analysis |
| DES | Directorate of Education Standards |
| DIT | Directorate of Industrial Training |
| GDP | Gross Domestic Product |
| GP | Grade point |
| GPA | Grade Point Average |
| HR | Human Resource |
| HRM | Human Resource Management |
| HRP | Human Resource Planning |
| HTTP | Hyper Text Transfer Protocol |
| ISP | Internet Service provider |
| LH | Lecture Hours |
| LAN | Local area network |
| MoESTS | Ministry of Education, Science, Technology and Sports |
| NCDC | National Curriculum Development Centre |
| NCHE | National Council for Higher Education |
| NDM | National Diploma in Marketing |
| NGOs | Non-government organisations |
| NP | Normal Progress |
| OPEC | Organisation of Petroleum Exporting Countries |
| PESTLE | Political, Economic, Social, Technical, Legal and Environmental |
| PH | Practical Hours |
| PP | Probationary progress |
| R&D | Research and Development |
| SBDM | Shared Business Diploma Module |
| SOGA | Sale of Goods Act |
| SQL | Structured Query Language |
| SWOT | Strength, Weaknesses, Opportunities and Threats |
| TQM | Total Quality Management |
| UACE | Uganda Advanced Certificate of Education |
| UCCs | Uganda Colleges of Commerce |
| UCE | Uganda Certificate of Education |

| | |
|---------|---|
| UBTEB | Uganda Business and Technical Examinations Board |
| UGAPRVI | Uganda Association of Private Vocational Institutions |
| UNEb | Uganda National Examinations Board |
| UPS | Uninterrupted Power Supply |
| WAN | Wide area network |
| WoW | World of Work |

Acknowledgement

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NCDC consulted with several other stakeholders including staff from Uganda Business and Technical Examinations Board (UBTEB), Universities, Directorate of Education Standards (DES), Directorate of Industrial Training (DIT), Uganda Colleges of Commerce (UCCs) and UGAPRIV Institutions. Sincere appreciations are hereby extended to them all for their useful comments, remarks and engagement throughout the development process of this curriculum material.

We are further indebted to the Government of Uganda for the financial support offered through the Ministry of Education, Science, Technology and Sports (MoESTS). Sincere gratitude goes to the Business, Technical and Vocational Education and Training (BTJET) Department of the Ministry of Education and Sports because it is the pillar on which business education in Uganda stands. Without your support and consistent assistance it would have been difficult to produce this syllabus.

We shall be grateful forever for your enormous contributions.

Grace Baguma,
Director,
National Curriculum Development Centre

Foreword

The Government of Uganda on recognising the need to move from a theoretical based education to a more practical approach called for changes through the BTVET department of the Ministry of Education, Science, Technology and Sports (MoESTS) to focus on hands-on training methods. The statutory order required re-organisation and improvement of business and commercial training in the country by providing learners with the opportunity to acquire key qualifications in real life situations. This denoted a paradigm shift for competence development, a system that requires emerging from the educational sub-sector into a comprehensive system of skills development through learning by doing. The purpose is to produce graduates who are ready to consider self-employment as an occupational option instead of acquiring educational certificates for job seeking.

Curricula review and development has been done with the objective of achieving better standards of business skills. Development of teaching syllabi that are skill-based is one of the strategies to provide Competence Based Education and Training (CBET) in Uganda. It requires changes to the structure and content of the syllabi so as to provide business, technical and vocational skills for Ugandans in line with its emphasis on transforming society.

NCDC is therefore pleased to provide this edition of the National Diploma in Marketing (NDM) syllabus that will provide learners with skills and competences at different levels of training to suit the labour market demand and reduce unemployment and its associated problems in the country. It emphasises student participation through discussions, presentations, role-plays, practice and assignments. With the introduction of Real Life Projects, Industrial Training and Information Communication and Technology, learners are expected to perfect their professional attitudes towards self employment.

Ms Sarah Namuli Tamale
Commissioner, BTVET
Ministry of Education and Sports

Introduction

The urge to equip Ugandans with measurable set of knowledge, skills and attitude to perform a task effectively has called for review of the curricula. It is vital to ensure that learners gain the best possible academic skills in order to provide them with a realistic chance of succeeding in today's highly competitive job market. Different groups of people, both inside and outside the education sector share the responsibility of preparing learners for the realities of life and earning a living. The quality of training provided should be judged above all by its potential impact on the learners' performance.

This Syllabus has therefore been updated to suit the current labour market demands, aimed at producing graduates from Commercial and Vocational Institutions with knowledge, skills and competences that are relevant to the business industry and world of work. It is to be implemented by all Uganda Colleges of Commerce and UGAPRIV Institutions offering business programmes.

The review has been done in accordance with the CBET principles to ensure that learners acquire the best competences needed to raise productivity and income generating activities. The Competence Based Education and Training (CBET) system aims at imparting skills that will enable learners to be creative, innovative and able to start up and run own business so as to reduce on the rampant unemployment problems in the country. It involves execution of real life projects that build up learners' capacities as they demonstrate competences of prime importance to their careers after school.

This syllabus once properly implemented will produce graduates in marketing who are able to:

- determine the product mix.
- brand and package products.
- segment the market.
- coordinate trade show booths and other promotional activities.
- promote products.
- handle customers.
- sell and distribute products.

Guidelines and General Regulations

Curriculum Implementation

The curriculum for National Diploma in Marketing is based on a semester system. During the training, assignments should be carried out as a CBET requirement. This starts with preparatory assignments that prepare the learner for the module relating it to the core tasks. Each module contains sub-modules that will help the learner to know how to perform the core tasks aimed at providing:

- Applied knowledge
- Practical skills
- Professional attitude

The learner will also have to carry out a real life project to put into practice the knowledge and skills acquired in class.

Programme Title

The title of the programme is National Diploma in Marketing (NDM).

Programme Duration

The NDM programme shall run for a period of **2** years and in any case not exceeding a maximum of **5** years. Each year of study will have two semesters composed of **17** weeks of which **15** weeks shall be for classroom training and **2** weeks for examinations. However, the CBET system allows free exit before completion once the learner obtains some skills to enable him/her earn a living; and may continue with the training at a later date. The earliest time of exit shall be after one year of study.

Admission Requirements

A candidate is eligible for admission to the National Diploma in Marketing programme on meeting any of the following entry requirements:

a) Direct entry scheme

A learner must have advanced level certificate (UACE) with at least **one** principal pass and **two** subsidiary passes obtained at the same sitting.

b) Certificate Entry Scheme

A learner should have a National Certificate in Marketing or its equivalent obtained from a recognised institution.

Awarding Authority

A learner after passing all modules shall be awarded a diploma certificate by Uganda Business and Technical Examinations Board (UBTEB) as mandated by the Statutory Instrument of Uganda, 2009.

Assessment Guide

a) Except where stated, each module shall be assessed out of 100 marks as follows:

- Continuous assessments 40%
- Final Examinations 60%

The marks shall be converted into Grade Points.

b) Continuous assessments shall consist of:

- i) Practical work
- ii) Classroom exercises and presentations
- iii) Take home assignments to test knowledge and ability to research
- iv) Tests to gauge the students' understanding and acquisition of knowledge and skills.
- v) Reports on projects and internship training.

c) There shall be final written examinations within the last two weeks of the end of every semester, set and conducted by the mandated examinations board.

The assessment may be graded as follows or as decided upon by the examining body:

| | |
|---------------------|--------------------|
| Assignments | 10% |
| Tests | 10% |
| Practical work | 20% |
| Final examination | 60% |
| <u>TOTAL</u> | <u>100%</u> |

For the module without practical work, continuous assessment shall be as follows:

- Assignments 10%
- Tests 30%

At least 2 assignments, 2 tests and 2 practical evaluations (for modules with practical work) are required per module per semester.

Internship Training

Each learner shall undergo a practical training of at least 8 weeks during the vacation after the 2nd semester. Learners shall be required to get placement in any business/industry/service organisation and participate in working to strengthen practical-based learning and innovation skills according to their programme requirements.

Internship training shall be supervised by 2 mentors; 1 from the work place and another from the training institution; and monitored by a staff from the examining body.

It shall be marked out of 100 using the relevant and approved examinations guidelines such as indicated below:

| | |
|--------------------------------------|--------------------|
| • Time Management | 05% |
| • Attendance | 05% |
| • Discipline and Safety | 05% |
| • Attitude towards work | 10% |
| • Initiative and Innovativeness | 20% |
| • Work Performance/ Practical skills | 35% |
| • Written Report | <u>20%</u> |
| TOTAL | <u>100%</u> |

Project Work

This involves a combination of subject knowledge, process skills and transferable abilities. Learners have to apply classroom knowledge and skills proactively in a real-life context for an extended period of time. Each learner will be required to run a project outside classroom time. Such projects will run throughout the programme period, supervised by instructors for the different steps. A team of examiners will assess the implementation and progress of such projects.

Project Level 1: Year 1, Semester 1: Project Identification and Planning

At this level, learners will be required to look out for viable projects to run either around or within the college

Project Level 2: Year 1, Semester 2: Project Implementation

This level involves execution of the project tasks. There should be a visible business in place and learners should record the transactions made.

Project Level 3: Year 2, Semester 1: Analysing Customer Buying Behaviour

While selling and delivering goods/services, learners should take keen interest in observing their customers' attitudes towards the products/services provided. They then devote time to adding value and creating awareness of the improvements made.

Project Level 4: Year 2, Semester 2: Preparation of Final Accounts and Project Report

Learners shall portray management skills for the business resources. By the end of this semester, there should be a record of the stock values, an income statement to show the profits/losses made by the business and a balance sheet reflecting the financial position of the business.

A learner who fails to present project work should be given an extra month to fulfil this requirement. More time may only be granted to the learner on the recommendation of the supervisor and with the College Academic Board's approval for consideration by the examining body.

Module Credits

The programme consists of modules quantified into Credit Units (CU):

- i) A credit unit is granted for a series of at least 15 contact hours a semester, or at least 1 contact hour per week per module.

A contact hour is calculated as being equivalent to:

- **One** lecture hour
- **Two** hours of supervised practical work
- **Four** hours of field attachment.

- ii) No module should carry less than one (1) credit unit nor exceed five (5) credit units.

Grading of Examinations

Each examination shall be graded out of a maximum of 100 marks and assigned an appropriate letter grade and Grade Points as follows:

| MARKS (%) | LETTER GRADE | GRADE POINTS |
|-----------|----------------|--------------|
| 80-100 | A | 5.0 |
| 75-79.9 | B ⁺ | 4.5 |
| 70-74.9 | B | 4.0 |
| 65-69.9 | B ⁻ | 3.5 |
| 60-64.9 | C ⁺ | 3.0 |
| 55-59.9 | C | 2.5 |
| 50-54.9 | C ⁻ | 2.0 |
| 45-49.9 | D ⁺ | 1.5 |
| 40-44.9 | D | 1.0 |
| 35-39.9 | D ⁻ | 0.5 |
| Below 35 | E | 0.0 |

The minimum pass grade shall be 2.0.

No credit unit shall be awarded for any module in which a learner obtains less than 2.0 grade points.

These additional letters will be used where appropriate:

W – Withdraw

I – Incomplete

Progression

Progression of a learner should be classified as normal, probationary or discontinued.

a) Normal progress (NP)

Normal progression occurs when a learner passes each module taken in a semester with a grade point of 2.0 and above. Such a learner will have passed all modules in a semester.

b) Probationary Progress (PP)

This is a trying stage which occurs when a learner:

- i) does not show the required competences in any of the modules by obtaining a GP that is less than 2.0.
- ii) obtains a CGPA of less than 2.0.

The learner shall proceed to the next semester carrying along the failed module (retake) so as to improve on it.

A learner may also retake a module if he/she wants to improve the grade point if passed with a low mark. Where a learner retakes a module to improve the performance and scores a lower mark than the previous one, the first higher mark shall be reconsidered for the learner's final assessment.

There shall be no supplementary examination in any module but a learner may re-sit a retake when next examined. A learner shall be required to pay a fee for re-take(s) as per the decision made by the examining body.

c) Stay-put

A learner who fails more than half of the total number of modules in a semester shall not proceed to the next semester until the failed modules are cleared. However, the passed modules will not be repeated.

d) Discontinuation

A learner shall be discontinued from the programme when he/she:

- i) does not present him/her-self for final examinations without appropriate reason.
- ii) engages in examinations malpractice.

- iii) withdraws and does not return to complete the programme within 5 years.

Classification of the Diploma

The examinations board shall award diplomas after taking into consideration all assessment results and upon fulfilment of all graduation requirements.

The classes of diplomas shall be determined as shown below:

| Class | Final CGPA |
|-------------------------------|-------------|
| First Class | 4.40 – 5.00 |
| Second Class – Upper Division | 3.60 – 4.39 |
| Second Class – Lower Division | 2.80 – 3.59 |
| Pass Class | 2.00 – 2.79 |

Computation of CGPA

The CGPA at a given time shall be obtained by:

- i) Multiplying the grade point obtained in each module by the corresponding credit units assigned to the module to arrive at the weighted score for the module.
- ii) Adding together the weighted scores for all modules up to that time.
- iii) Dividing the total weighted scores by the total number of credit units taken up to that time.

Examinations Format

Each examination paper shall consist of at least **7** questions divided into **2** sections, A and B. Section A shall be compulsory comprising short questions from several parts of the syllabus; requiring short answers of related knowledge and marked out of 20%.

Section B shall consist of at least **6** questions of **20** marks each and the candidate shall be required to attempt any **4** questions. Each examination shall run for 3 hours.

Educational Profile for NDM Graduates

This syllabus when properly implemented will:

- i) develop learners' business skills and competences.
- ii) enable learners to apply the required marketing standards.
- iii) promote creativity and innovativeness within the learners.
- iv) improve on the learners' communication skills with business stakeholders.

- v) enable learners to carry out corporate social responsibilities effectively.
- vi) consider disabilities, gender mainstreaming and equity.
- vii) encourage advancement in education, research and development.

Educational Prospects for NDM

Graduates of NDM may advance in education to improve on their skills and competences. Below are some of the education and skills progression characteristics:

| | Qualification | Skills |
|---|-------------------------------|---|
| 1 | National Diploma in Marketing | Market budgeting Market links New product updates Branding, packaging and labelling Order processing and product distribution Logistics coordination |
| 2 | Bachelor of Marketing | Planning, control and management of marketing programmes Strategy development Marketing analysis Market consolidation Media marketing Marketing interpretation |

The core tasks for an NDM graduate can be characterised as follows:

| Core Tasks | Organisations where the Tasks may be Performed | Performance Indicators |
|--|--|---|
| <ul style="list-style-type: none"> • Product Mix • Branding and packaging • Market segmentation • Product promotion • Customer handling • Selling and distribution | <ul style="list-style-type: none"> • Manufacturing and processing industries • Government corporations • Consultancy and contraction organisations • Non-government organisations (NGOs) • Community Based Organisations (CBOs) | <ul style="list-style-type: none"> • Demonstration models • Products/services • attractiveness • New product brands • Identity of the product • New launches • Growth of brand equities • Market accessibility • Promotional facilities • Trade shows |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> • Partnerships and sole proprietorship organisations • Legal firms | <ul style="list-style-type: none"> • Product/service awareness • Customer satisfaction • Customer retention • Increase in customers • Market expansion |
| <p>Suggested methods and equipment for performing professional tasks but not limited to:</p> <p>Methods</p> <ul style="list-style-type: none"> • Product portfolio definition • Linear programming • Demonstrations • Insightful communication • Customer survey • Attractive branding • Quality maintenance • Creativity and innovation • Segmentation by customer needs, demographics, geographic, psychographic • Orientation and sensitisation about a product • Face to face selling • E-selling • Wholesaling • Retail selling • Monitoring and evaluation of all activities <p>Resources, Tools and Equipment</p> <ul style="list-style-type: none"> • Mixing machines • Branding irons • Digital branding tools • Media channels (television set, radio, magazines, brochures, newspapers, microphones, bill boards, etc.) • Packaging materials • Distribution facilities | | |

Focus of Training

NDM training should emphasise the following:

- Competence-based education and training
- Modularisation of programmes
- Practical assignments with supporting modules
- Integrated education (knowledge, skills and attitude)

- e) Entrepreneurship development
- f) Health, safety and environmental considerations
- g) Sports, clubs and social interactions
- h) Disability and gender considerations
- i) Sustainability of professional practices, general and specialised code of conduct
- j) Internship and industrial training
- k) Project implementation

Professional Profile

The table below indicates some of the job titles and major tasks for an NDM graduate. The list is however not exhaustive as it provides just a few samples.

| Job Title | Duties / Tasks |
|---------------------|--|
| Marketing Manager | Develop innovative marketing strategies Develops pricing strategies Supervise the marketing department Control the marketing resources Prepare and manage marketing plans and budgets Forecast and track marketing trends Organise trade shows, conferences and sales meetings Supervise the production of promotional materials Support and supervise the marketing team |
| Marketing Analyst | Study and analyse market situations Study competition Collect and analyse data on customer needs, preferences and buying habits Measure the effectiveness of marketing and sales strategies Measure and assess customer satisfaction Advise management on product design, delivery, promotion and new innovations Carry out SWOT analysis |
| Marketing Executive | Develop marketing campaigns to promote products/services Manage customer relationship Source advertising opportunities Design marketing brochures and advertisements Place adverts in the press – local, regional, national or specialist publications Process marketing materials such as posters, leaflets, flyers, news letters Draft and issue press releases, features and editorials |
| Research Manager | Identify research information needs Design qualitative and quantitative research methodologies Identify new markets Determine market segment and position Analyse market trends, size, growth and competition Link the marketing variables with the environment |

| | |
|-------------------------|---|
| | and the customers Advise management on the brand name, attributes, demand and consumer behaviour |
| Marketing Assistant | Determine new market channels Conduct follow-ups on sales prospects Assist in promotional activities Visit customers and external agencies Gather, compile and distribute marketing statistics |
| Quality Support Officer | Implement marketing mix Inspect products and materials Monitor service delivery Develop branding and augmentation strategies |
| Sales Agent | Forecast and track sales trends Establish and maintain business relationships with customers Supply management with reports on customer needs, interests and preferences Promote/sell/secure orders from customers Demonstrate product usage to existing and potential customers Manage, monitor and schedule customer appointments with the sales team Answer customer queries Expedite the resolutions of customer problems and complaints Participate in trade shows and conventions |
| Sales Manager | <ul style="list-style-type: none"> • Supervise sales staff • Develop tools to support increased sales • Set sales goals and strategies to achieve them • Coordinate advertising campaigns and promotions • Establish training programmes for sales representatives • Monitor customer satisfaction |

Roles of Learners, Academic and Administrative Staff

Individuals, groups and institutions in the education sector have roles and responsibilities they play to make teaching and learning a smooth, pleasurable and constructive process. Below are some of the roles of learners teachers and administrative staff; but these are not comprehensive.

Roles of Learners

A Learner must seriously take into consideration that learning is a great commitment. Their roles include to:

- a) participate fully in class work and assignments.
- b) be resourceful in group and personal research.
- c) seek guidance.
- d) learn to communicate - oral presentation, report writing, and development of personal interactive skills.
- e) learn to solve problems that they have never faced before (initiation and innovation).
- f) participate in community-based real life projects.
- g) assess the performance of staff and usefulness of programmes.
- h) serve as ambassadors of the institution in the world of work.
- i) learn to work independently and as part of a team.
- j) keep time and manage oneself and other people effectively.
- k) participate in sports, social and guild activities.
- l) participate in health, safety, environmental and security awareness.
- m) practise leadership roles.
- n) demonstrate entrepreneurship skills to enable them start up projects on their own.
- o) maintain discipline in and outside the college.

Roles of Academic Staff

Teachers are the learners' main source of information. Their roles include among others, to:

- a) set the tone for a good learning environment.
- b) prepare schemes of work and lesson plans.
- c) keep records of attendance and assessment results.
- d) serve as instructors, lecturers, supervisors and coaches.
- e) plan, design and carry out assessment of learners' performance.
- f) engage learners in continuous assessments and help them to understand what is expected of them.
- g) participate in quality assurance and ensure that training and assessments are valid and reliable.
- h) assess learners' performance.
- i) contribute to continuing innovation in education.
- j) counsel and guide learners on career and social issues that may affect their studies.
- k) arrange for and carry out industrial training placement and supervision.
- l) arrange industrial tours and site visits.

- m) prepare learners for project work as well as assess and record learners' progress.
- n) guide learners in project design and implementation.
- o) collaborate in interdisciplinary activities.
- p) assess effectiveness of the programmes.
- q) be ethical role models.
- r) carry out research, write papers or publish technical books.
- s) constantly update themselves on developments and requirement standards for the industry.

Roles of Administrative Staff

The college administrative staff coordinate the running of the institution and play various roles in the implementation of programmes. Such roles include, among others, to:

- a) plan for the smooth running of the college by mobilising funds and human resources.
- b) ensure equity and gender equality.
- c) link the institution with the government, World of Work and other stakeholders.
- d) support and facilitate learners' activities.
- e) admit learners to the institution.
- f) maintain and uphold the good image of the institution.
- g) ensure high academic standards of the institution.
- h) arrange for graduations and regular meetings of alumni.
- i) maintain ethical and moral conduct.
- j) ensure a safe and conducive learning environment.
- k) provide learners with adequate materials.
- l) allow and facilitate inter-institutional activities.
- m) ensure co-curricular management and its implementation.
- n) appraise staff performance.
- o) ensure the security of learners and their property.
- p) ensure discipline among staff and learners.
- q) recommend for promotion or disciplinary action among staff.

Learning Environment

For successful implementation of NDM programmes, an effective learning environment has to be provided. This should include:

- a) Adequate physical infrastructure such as lecture rooms, laboratories, workshops and libraries equipped with relevant resources.
- b) An electronic learning and teaching environment which includes computers, projectors, beamers, printers, photocopiers and the Internet to support teaching and learning processes.

- c) Materials such as models, audio-visual aids, books, manuals, journals, equipment and any other materials that aid the learning/teaching process.
- d) Proper healthcare for the students and staff in terms of medical facilities, hygiene and sanitation, proper working and studying environment, good feeding, welfare and security.
- e) Proper motivation and inspiration of staff and learners for them to feel committed to the diploma programme.
- f) Adequate arrangements for seminars, workshops and exhibitions, as well as sites and industrial visits.
- g) A platform for learners and staff to air out their views such as representation on governing councils.
- h) Clean personnel with adequate maintenance of the work facilities.
- i) Co-curricular activities; these are part of the institution activities that enhance the teaching/learning process. Therefore the institution should ensure that there are adequate sports and recreational facilities for the learners.
- j) An effective students' guild through which their affairs may be channelled and organised.
- k) Religious and cultural affairs of all learners are well catered for without discrimination.

Co-Curricular Activities

Co-Curricular activities are part of the institution activities and they enhance the teaching/ learning process. Therefore the institution should ensure that:

- i) There are adequate sports and recreational facilities
- i) There is an effective learners' guild through which their affairs may be channelled and organised
- ii) Religious and cultural affairs of all learners are well catered for without discrimination

Programme Structure

National Diploma in Marketing programme is based on a semester system. The modules contain sub-modules to be covered in each semester aimed at providing related knowledge, skills and a professional attitude towards self-reliance.

Summary of the Programme Structure

Below is the summary of the NDM programme module composition:

Year 1 Semester 1

| Code | Module Name | LH | PH | CH | CU |
|--------------|--|------------|------------|------------|-----------|
| GBDM111 | Financial Accounting 1 | 60 | 30 | 75 | 5 |
| GBDM 112 | Business Economics | 45 | 30 | 60 | 4 |
| GBDM 113 | Information and Communication Technology | 15 | 90 | 60 | 4 |
| GBDM 114 | Business Communication Skills | 30 | 30 | 45 | 3 |
| NDM115 | Fundamentals of Marketing | 45 | 60 | 75 | 5 |
| NDM116 | Project Level 1 | - | 120 | 60 | 4 |
| Total | | 195 | 360 | 375 | 25 |

Year 1 Semester 2

| Code | Module Name | LH | PH | CH | CU |
|--------------|------------------------------|------------|------------|------------|-----------|
| NDM121 | Marketing Environment | 60 | 30 | 75 | 5 |
| NDM122 | Legal Aspects of Marketing | 30 | 30 | 45 | 3 |
| GBDM 123 | Entrepreneurship Development | 30 | 60 | 60 | 4 |
| GBDM 124 | Financial Management | 60 | 30 | 75 | 5 |
| SBDM 125 | Principles of Management | 40 | 40 | 60 | 4 |
| NDM126 | Project Level 2 | - | 120 | 60 | 4 |
| Total | | 220 | 320 | 380 | 25 |

Year 2 Semester 1

| Code | Module Name | LH | PH | CH | CU |
|----------|---------------------|----|----|----|----|
| GBDM 211 | Business Statistics | 30 | 30 | 45 | 3 |

| | | | | | |
|--------------|--------------------------------|------------|------------|------------|-----------|
| GBDM 212 | Cost and Management Accounting | 60 | 30 | 75 | 5 |
| NDM213 | Analysing Customers | 60 | 30 | 75 | 5 |
| SBDM 214 | Strategic Management | 30 | 30 | 45 | 3 |
| NDM215 | Project Level 3 | - | 120 | 60 | 4 |
| GBDM 216 | Internship Training | - | 120 | 60 | 4 |
| Total | | 180 | 360 | 360 | 24 |

Year 2 Semester 2

| Module Code | Module Name | LH | PH | CH | CU |
|--------------|---|------------|------------|------------|-----------|
| NDM221 | Fundamentals of Selling | 45 | 60 | 75 | 5 |
| SBDM 222 | Human Resource Management | 30 | 60 | 60 | 4 |
| NDM223 | International Marketing | 45 | 30 | 60 | 4 |
| NDM224 | Business Kiswahili | 20 | 20 | 30 | 2 |
| NDM 225 | Marketing Research and Proposal Writing | 20 | 50 | 45 | 3 |
| NDM226 | Project Level 4 | - | 120 | 60 | 4 |
| Total | | 160 | 340 | 330 | 22 |

NB: Two practical hours (PH) are equivalent to **one** lecture hour (LH).

Programme Load

The National Diploma in Marketing has a programme load of 95 credit units distributed as follows:

| | |
|--------------|------------------|
| YEAR 1 | 50 |
| YEAR 2 | <u>46</u> |
| TOTAL | <u>96</u> |

Detailed Modules Description: Year 1 Semester 1

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|---|-------------------------------|
| GBDM 111 : | Financial Accounting 1 |
| Credit Units : | 05 |
| Duration : | 75 Hours |
| Module Overview The module introduces learners to basic accounting processes and principles. It is intended to develop learners' understanding of the framework of recordkeeping and enable them to reference accounting standards and apply the generally accepted accounting principles to various practical scenarios in business. It mainly involves recording transactions, preparing various source documents, books of account and simple sets of financial statements. | |
| Learning Outcomes By the end of this module, the learner should be able to: <ul style="list-style-type: none">• make financial decisions.• draw up and analyse budgets.• maintain ledger accounts.• prepare accurate financial statements. | |
| Competences The learner: <ul style="list-style-type: none">• distinguishes between book keeping and accounting.• justifies the importance of accounting.• describes the branches of accounting.• identifies the users of accounting information.• applies the accounting standards, bases, policies and concepts.• constructs accounting equations.• describes the accounting cycle.• identifies business transactions.• identifies the source documents in business.• prepares different source documents.• classifies journals.• prepares journals from source documents.• justifies the importance of journals.• classifies ledgers.• classifies accounts.• describes double entry principle.• prepares ledger accounts using double entry.• balances the ledger accounts.• identifies the purpose of a trial balance.• extracts a trial balance. | |

| <ul style="list-style-type: none"> • detects and classifies the accounting errors. • corrects the errors. • classifies cash books. • prepares different cash books. • prepares a petty cash book. • identifies importance of bank reconciliation. • identifies the causes of discrepancies. • adjusts the cash book. • reconciles the Cash Book and the Bank Statement. • makes adjustments for prepayments, accruals, provisions, reserves. • identifies types of different financial statements. • prepares Income statement. • prepares a balance sheet. • identifies the different types of control accounts. • discusses the purpose of control accounts. • prepares control accounts • identifies the different types of control accounts. • discusses the purpose of control accounts. • prepares control accounts. • discusses the nature of partnership business. • describes the formation of a partnership. • prepares the partners' accounts. • prepares the appropriation account. | |
|--|----------|
| Detailed Module Description | Duration |
| Sub-module 1: Nature and Scope of Financial Accounting <ul style="list-style-type: none"> • Book keeping and financial accounting • Purpose and importance of accounting • Branches of accounting • Users of accounting information • Accounting standards, bases, policies and concepts • Accounting equation • Accounting cycle | 6 Hours |
| Sub-module 2: Business Transactions and Source Documents <ul style="list-style-type: none"> • Types of business transactions • Types of source documents used in business • Preparation of source documents | 4 Hours |
| Sub-module 3: Journals <ul style="list-style-type: none"> • Classification of journals • Preparation of journals • Importance of journals | 6 Hours |

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| Sub-module 4: Ledgers and Ledger Accounts <ul style="list-style-type: none"> • Types of ledgers • Uses of ledgers • Classification of accounts • Double entry system of book keeping • Preparation of ledger accounts • Balancing off accounts | 8 Hours |
| Sub-module 5: Trial Balance and Accounting Errors <ul style="list-style-type: none"> • Purpose of a trial balance • Extraction of a trial balance • Errors disclosed by a trial balance • Errors not disclosed by a trial balance • Correcting accounting errors | 8 Hours |
| Sub-module 6: The Cash Books <ul style="list-style-type: none"> • Types of cash books • Recording transactions in the cash books • Balancing off a cash book • Petty cash book and the imprest system | 6 Hours |
| Sub-module 7: Bank Reconciliation <ul style="list-style-type: none"> • Bank statement • Importance of bank reconciliation • Causes of discrepancies between cash book and bank statement balances • Adjusting cash book • Bank reconciliation statements | 6 Hours |
| Sub-module 8: End of Year Adjustments <ul style="list-style-type: none"> • Prepayments • Accruals • Provisions • Reserves • Preparation of adjusted accounts | 7 Hours |
| Sub-module 9: Financial Statements <ul style="list-style-type: none"> • Types of financial statements • Purpose of financial statements • Preparation of financial statements | 8 Hours |
| Sub-module 10: Control Accounts <ul style="list-style-type: none"> • Purpose • Types of control accounts • Preparation of control accounts | 4 Hours |
| Sub-module 11: Accounting for Non-trading Organisations | 6 Hours |

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| <ul style="list-style-type: none"> • Nature and purpose of non-profit making organisations • Sources of income for non-trading organisations • Accounts maintained by non-trading organisations | |
| <p>Sub-module 12: Partnership Accounting</p> <ul style="list-style-type: none"> • Nature of partnership business • Formation of partnership business • Preparation of partners' accounts • Preparation of appropriation accounts | 6 hour |
| <p>Teaching Methods Group discussions, illustrations, demonstration, exercises, presentations</p> | |
| <p>Suggested References Frank wood and Sangster, (2009). <i>Business Accounting 1</i>, 12th Edition: London, Pitman Publishers. Jennings, A.R., (2008). <i>Financial Accounting</i>. 10th Edition; London, DP Publications ltd. Saleemi, N.A., (2010). <i>Financial Accounting Simplified</i>. London, Chapman & Hall. Elliott, B. & Elliott, J., (2007). <i>Financial Accounting and Reporting</i>. 6th Edition; London, Financial Times Prentice Hall. Stickney, C.P. & Weil, R.L., (2008). <i>Financial Accounting: An Introduction to Concepts, Methods and Uses</i>. Mason, South-Western college.</p> | |

GBDM 112 : Business Economics**Credit Units : 04****Duration : 60 Hours****Module Overview**

This module introduces learners to Micro and Macro Economics concepts and practices that develop their skills to analyse, assess, interpret and mitigate economic problems that arise from scarcity and public issues such as unemployment, income inequality, inflation and competition. It covers the basic skills necessary to understand the supply and demand principles of business, production and cost theories, market structures, consumer equilibrium, money and banking functions, national income and trading across borders. These are potential areas applicable to real-life situations in today's global markets for stimulation of self-employment.

Learning Outcomes

By the end of this module, the learner should be able to:

- analyse the economic problems for business purposes.
- make diagrammatic trends and provide economic intuition for the results.
- analyse the economic effects of policy changes on business.
- determine how much to save and invest in a business.
- make decisions on what goods or services to provide, how to obtain them, for whom and in what quantities.

Competences

The learner:

- determines the economic scope in which to operate.
- analyses the prevailing economic systems.
- identifies the prevailing economic problems.
- answers the economic questions.
- describes the theory of demand and supply.
- identifies the factors that affect demand and supply.
- draws the demand and supply curves and mark the equilibrium point.
- identifies the price mechanisms.
- analyses customer behaviours.
- relates the utility theories to the prevailing consumer behaviour.
- determines the costs per commodity.
- draws the cost curves.
- analyses the economies and diseconomies of scale.
- describes the characteristics of each market structures.
- analyses the advantages and disadvantages of each market structure.
- identifies stages of production.
- analyses the factors of production.
- draws the PPF curves.

- determines the costs of production.
- determines the location of firms.
- draws the circular flow of income.
- identifies methods of measuring National income.
- computes national income.
- compares National income with standards of living.
- computes price indices.
- identifies good money.
- describes the functions of money.
- distinguishes between Central and Commercial banks.
- identifies non-banking financial intermediaries and their roles.
- analyses the effects of mobile money services.
- insures the business against catastrophes.
- follows the insurance principles.
- adheres to the insurance policies.
- identifies the types of inflation.
- analyses the causes of inflation.
- analyse the effects of inflation.
- suggests measures to mitigate inflation.
- describes population density.
- identifies causes and effects of population growth.
- computes GDP and per capita income.
- identifies controls to population growth and unemployment.
- International trade.
- uses the terms of trade correctly.
- analyses the restrictions to international trade.
- discusses the importance of foreign aid.
- identifies the need for economic integration.

| Detailed Module Description | Duration |
|--|----------|
| Sub-module 1: Economic Concepts <ul style="list-style-type: none"> • Scope of economics • Economic systems • Fundamental economic problems (scarcity, choice and opportunity cost) • Economic questions | 4 Hours |
| Sub-module 2: Theory of Demand and Supply <ul style="list-style-type: none"> • Demand theory • Supply theory • Concept of equilibrium • Concept of elasticity • Price mechanisms | 6 Hours |

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| <p>Sub-module 3: Utility Functions and Cost Theory</p> <ul style="list-style-type: none"> • Cardinal utility theory • Ordinal utility theory • Fixed, variable and total costs • Long-run and short-run average cost curves • Economies and diseconomies of scale | 6 Hours |
| <p>Sub-module 4: Market Structures</p> <ul style="list-style-type: none"> • Perfect competition • Monopolistic competition • Monopoly • Oligopoly | 8 Hours |
| <p>Sub-module 5: Production Theory</p> <ul style="list-style-type: none"> • Stages of production • Factors of production • Production Possibility Frontier (PPF) • Costs of production • Location of firms | 4 Hours |
| <p>Sub-module 6: National Income</p> <ul style="list-style-type: none"> • Circular flow of income • Measuring national income • National income and standards of living • Computation of price indices • Uses National income figures | 6 Hours |
| <p>Sub-module 7: Money and Banking</p> <ul style="list-style-type: none"> • Characteristics of money • Functions of money • Functions of Commercial and Central banks • Non-banking financial intermediaries • Mobile money services | 6 Hours |
| <p>Sub-module 8: Insurance</p> <ul style="list-style-type: none"> • Insurance policies • Importance of insurance • Challenges of insurance | 4 Hours |
| <p>Sub-module 9: Inflation</p> <ul style="list-style-type: none"> • Types of inflation • Causes of inflation • Effects of inflation • Controlling inflation | 4 Hours |
| <p>Sub-module 10: Population and Unemployment</p> <ul style="list-style-type: none"> • Population density • Causes and effects of population growth | 6 Hours |

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| <ul style="list-style-type: none"> • GDP and per capita income • Causes of unemployment • Effects of unemployment • Control of unemployment | |
| <p>Sub-module 11: International Trade and Economic Integration</p> <ul style="list-style-type: none"> • Terms used in international trade • Importance of international trade • Restrictions to international trade • Foreign aid • Purpose of economic integration • Forms of economic integration • Limitations of international trade and economic integration | 6 Hours |
| <p>Teaching Methods Discussions, case study analysis, guest speaker. expository method, guided discovery</p> | |
| <p>Suggested References Harvey, J., (1997). <i>Modern Economics</i>. MacMillan. London, Education publishers. Koutsoyiannis, A., (1979). <i>Modern Micro Economics</i>. 2nd Edition. New Delhi, MacMillan Education Ltd. Lipsey G. R., (1999). <i>Introduction to Positive Economics</i>. 12th Edition; Boston, The Addison-Wesley Publishers. Saleemi N.A, (1991). <i>Economics Simplified</i>. Northampton, Edward Elgar Publishing Ltd. Ssentamu, J. D., (2010). <i>Basic Economics for East Africa: Concepts, Analysis and Applications</i>. Kampala, Fountain House Publishers.</p> | |

**GBDM 113: Information and Communication
Technology (ICT)****Credit Units : 04****Duration : 60 Hours****Module Overview**

This module provides learners with basic knowledge and skills to familiarise themselves with the use and working of computers using different, modern Information Communication Technologies. They will acquire hands-on experience in Microsoft office applications such as; Word processing, Spreadsheet, Database Publication and use internet Resources; that will enable them to digitally access, process, store and disseminate information.

Learning Outcomes

By the end of this module, the learner should be able to:

- collect, process, store and Output business information using Microsoft Office applications.
- model and design documents with the help of software applications.
- demonstrate significant communication skills in using internet resources.

Competences

The learner:

- distinguishes between data and information.
- make use of different types of information.
- describe the qualities of good information.
- process data using different method.
- operates the management information systems.
- classifies computers according to their different categories.
- describes the characteristics of good computers.
- operates the computer hardware devices.
- uses software applications to process data.
- uses ups to provide consistent power supply to computer.
- purchases a computer after analysing its quality.
- identifies the threats and risks to computers.
- sets strategies to protect computer against threats and risks.
- starts a computer.
- processes data using ms word.
- opens a new word document and enters data in it.
- selects the text formats.
- inserts text tables, pictures, symbols, page numbers and headers or footers.
- merges different mails.

- determines the page layout.
- creates automatic table of content with ms word.
- saves data on a fixed and portable media.
- generates an information hardcopy.
- creates a spreadsheet in excel.
- records text in a worksheet.
- sets the page layout in excel.
- formats the worksheet cells.
- computes data using built in functions.
- applies the excel tools.
- sorts and filters data.
- inserts renames and deletes a spreadsheet.
- draws charts and graphs.
- generates a hard copy of a spreadsheet.
- opens a Microsoft access form.
- creates a database form on a fixed and portable media.
- records data using database objects.
- creates relationships to link table objects.
- updates databases.
- opens a Microsoft publisher window.
- designs different publication documents.
- generates publication hardcopies.
- analyses the different types of networks.
- describes the commonly used internet terminologies.
- connects to internet.
- creates a valid e-mail account.
- transacts business on-line.

| Detailed Module Description | Duration |
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| Sub-module 1: Data and Information <ul style="list-style-type: none"> • Distinction between Data and Information • Types of information (text, pictures, video, audio) • Qualities of good information • Data processing Methods (Manual, Mechanical, Electronic) • Management Information System | 4 Hours` |
| Sub-module 2: Computer Systems <ul style="list-style-type: none"> • Classification of Computers by Size (Mainframe, Personal, Handheld computers) • Characteristics of a good computer • Computer hardware <ul style="list-style-type: none"> - Input devices (keyboard, mouse, barcodes) - Process devices (system unit) | 6 Hours |

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| <ul style="list-style-type: none"> - Output devices (monitor, speakers, printers) - Storage components (fixed and portable devices) - Communication Devices (modem, cables, wireless connectors) • Computer software <ul style="list-style-type: none"> - Classification (system and application software) - Operating system software • Power backup (UPS) | |
| <p>Sub-module 3: Computer handling and Maintenance</p> <ul style="list-style-type: none"> • Factors to consider when buying a computer • Threats and risks to computers • Caring for a computer | 4 Hours |
| <p>Sub-module 4 : Word Processing</p> <ul style="list-style-type: none"> • Booting a computer • Loading Microsoft Word • Entering text in a new word document • Formatting text (font: colour, bold, size, alignment, line spacing, drop caps, word art) • Inserting (pictures, tables, symbols, page numbers, footers, headers, footnotes/end notes) • Mail Merge • Page layout (Paper orientation, margins) • Automatic Table of contents • Saving (on a fixed and portable storage media) • Printing | 10 Hours |
| <p>Sub-module 5 : Spreadsheet</p> <ul style="list-style-type: none"> • Loading Microsoft Excel • Entering text/numbers in a worksheet • Formatting cells (currency, borders, commas, decimal places, alignment, merging cells) • Data computation (auto sum, average, max, min, count, if command) • Formatting cells (currency, borders, commas, decimal places, alignment, merging cells, text direction) • Data sorting and Filtering • Inserting, renaming and deleting a worksheet • Creating charts and graphs • Page Layout (margins and paper orientation) • Printing a spreadsheet | 10 Hours |
| <p>Sub-module 6: Database</p> <ul style="list-style-type: none"> • Loading Microsoft Access • Creating a database(on desktop, hard disk, flash disk, | 8 Hours |

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| compact disk) <ul style="list-style-type: none"> • Capturing records using database objects <ul style="list-style-type: none"> - Tables (types, field sizes, field format, primary and foreign keys) - Forms (types of database forms) - Queries (for computation) - Reports (portrait, landscape, display all, selected fields) • Creating relationships • Updating databases | |
| Sub-module 7: Publications <ul style="list-style-type: none"> • Loading Microsoft Publisher • Designing publication documents <ul style="list-style-type: none"> - Calendars - Business cards (wedding, birthday, success, seasonal greeting) - Certificates - Brochures and flyers - Receipts • Printing publication documents | 12 Hours |
| Sub-module 8 : Networks and Internet <ul style="list-style-type: none"> • Types of networks (LAN and WAN) • Internet Terminologies <ul style="list-style-type: none"> - WWW (World Wide Web) - Website and web browsers - HTTP (Hyper Text Transfer Protocol) - ISP (Internet Service Provider) • Connecting to Internet • Creating e-mail account • Internet application: <ul style="list-style-type: none"> - E-commerce - E-banking - E-learning | 6 Hours |
| Teaching Methods Group discussions, online video demonstrations, presentations, practice | |
| Suggested References Anderson, R.G (1993). <i>Data Processing Vol 2: Information Systems and Technology</i> . London, British Library. Barnett, (1996). <i>Management Strategy and Informational Technology</i> . London, International Thomas Business Press. Brandley, A., (2012). <i>Complete Networking</i> . California, University of California Press. | |

Clifton, H, D and Sutclihffe, A.G (1999). *Business Information Systems*. 5th Edition; New Jersey, Prentice Hall.

Comer, D.E., (2008). *Computer Networks and Internets*. 5th Edition; New Delhi, Addison-Wesley.

Mikre, F., (2011). *Role of Information Communication Technology in Education: Journal of Education and Sciences*. Addis Ababa MacMillan.

GBDM 114: Business Communication Skills

Credit Units : 03

Duration : 45 Hours

Module Overview

The ability to communicate appropriately is an essential skill for any business to prosper. The module is therefore intended to equip learners with practical skills and knowledge to prepare and present coherent speeches, read, write and listen to others.

Learning Outcome

By the end of this module, the learner should be able to communicate effectively with other business stakeholders.

Competences

The learner:

- analyses the purpose of communication.
- describes the means of communication.
- applies the principles of communication.
- discusses the different forms of communication.
- draws the communication process.
- identifies barriers to effective communication.
- controls the barriers to effective communication.
- writes business correspondences.
- writes reports.
- prepares memos.
- presents public speeches.
- organises meetings.
- negotiates for better business terms.
- applies non-verbal communication to express feelings.
- correctly interprets the non-verbal communication made by others.
- analyses the advantages and disadvantages of non-verbal communication.
- listens effectively.
- justifies the importance of effective listening.
- identifies the causes of poor listening skills.

Detailed Module Description:

Duration

Sub-module 1: Nature and Scope of Communication

- Purpose of communication
- Means of communication
- Principles of communication
- Forms of communication

6 Hours

Sub-module 2: Communication Process

- Elements of the communication process (communication model)
- Barriers to effective communication
- Overcoming barriers to effective communication

4 Hours

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| <p>Sub-module 3:Written Communication</p> <ul style="list-style-type: none"> • Business letters (inquiry, order, acknowledgement, complaint, applications) • Memos • Notices • Reports (field reports, progressive reports, accountability reports) | 12 Hours |
| <p>Sub-module 4: Oral/Verbal Communication</p> <ul style="list-style-type: none"> • Public speeches • Meetings • Negotiations | 10 Hours |
| <p>Sub-module 5: Non-verbal Communication</p> <ul style="list-style-type: none"> • Methods of non-verbal communication • Body language • Facial expressions • Eye contact • Gestures • Posture • Proximity • Physical appearance • Advantages and disadvantages of non-verbal communication | 9 Hours |
| <p>Sub-module 6: Listening</p> <ul style="list-style-type: none"> • Effective listening • Importance of listening • Causes of poor listening | 4 Hours |
| <p>Teaching Methods Group discussions, case analysis, role play, debate, demonstration, video conferencing</p> | |
| <p>Suggested References Chester L.W. & Vanneman, E., (1983). <i>Business Communications</i>. London, Edward Arnold. Komunda B.M., (2005). <i>Business Communication Skills</i>. 2nd Edition; Mukono Printing and Publishing Company - Kampala. Wardrope, W.J, & Bayless, M, L., (2009). <i>Oral Business Communication. Instructions in Business Schools: Journal of Education for Business</i>. Florida, Pearson’s Publishing.</p> | |

NDM 115: Fundamentals of Marketing

Credit Units : 05
Duration : 75 Hours

Module Overview

This module introduces learners to the basic principles and practices of marketing by which products and services are brought to the existing and prospective buyers' awareness. It involves communicating the values in goods to influence customers' buying behaviour in order to fulfil individual or group needs and wants. These practices include, but are not limited to advertising, promotion, sales and distribution.

Learning Outcomes

By the end of this module, the learner should be able to:

- design appropriate marketing strategies.
- select, use and integrate communication skills to develop informative and persuasive adverts.
- develop a winning marketing mix
- create awareness of the existing products/services to prospective customers.
- demonstrate compelling marketing skills.

Competences

The learner:

- determines the scope of marketing.
- identifies the core concepts of marketing.
- identifies the importance of marketing.
- analyses the marketing philosophies.
- aligns the components of the marketing mix.
- creates a marketing system for services.
- describes the difference between a service and a good.
- markets services.
- segments the market.
- describes the bases of market segmentation.
- analyses the importance of market segmentation.
- organises the market on the basis of geographical location, function, product or customer behaviour.
- evaluates the market.
- controls the marketing process.
- carries out a market audit.
- demonstrates the basic principles of marketing information systems.
- describes the components of marketing information systems.
- justifies the importance of marketing information systems in decision making.

| Detailed Module Description: | Duration |
|---|----------|
| Sub-module 1: Nature of Marketing <ul style="list-style-type: none"> • Concepts of marketing • Importance of marketing • Marketing philosophies/orientations | 6 Hours |
| Sub-module 2: Marketing Mix <ul style="list-style-type: none"> • Product • Price • Place • Promotion • People • Process • Physical evidence | 13 Hours |
| Sub-module 3: Service Marketing <ul style="list-style-type: none"> • Characteristics of a service • Difference between a service and a good • Marketing a service | 10 Hours |
| Sub-module 4: Market segmentation <ul style="list-style-type: none"> • Process of segmentation • Bases/variables of segmentation • Importance of segmentation | 10 Hours |
| Sub-module 5: Marketing Organisation <ul style="list-style-type: none"> • Functional organisation • Product management organisation • Geographic organisation • Customer-based organisation • Matrix organisation | 12 Hours |
| Sub-module 6: Market Evaluation and Control <ul style="list-style-type: none"> • Generic process of market evaluation • Significance of marketing control • Marketing audit | 8 Hours |
| Sub-module 7: Marketing Ethics <ul style="list-style-type: none"> • Ethical code of marketing • Marketing guidance • Pricing ethics • Consumerism • Unethical marketing | 6 Hours |
| Sub-module 8: Marketing Information Systems <ul style="list-style-type: none"> • Components of marketing information system • Information system in marketing • Importance of marketing information systems | 10 Hours |

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| <ul style="list-style-type: none"> Managing marketing information | |
| <p>Teaching Methods Group discussions, case study analysis, role play, guest speaker, expository method, buzz method, guided discoveries</p> | |
| <p>Suggested References Belch, G.E., (2011). <i>Advertising and Promotion: An Integrated Marketing Communication Perspective</i>. 9th Edition; San-Diego, McGraw Hill. Cowell, D. W., (1994). <i>The marketing Services</i>. London, Heinmann Professional Publishers. Jefkins, F., (2003). <i>Introduction to Marketing, Advertising and Public Relations</i>. 7th edition; London, Macmillan Education. Jefkins, F., (2004). <i>The Marketing Concepts in the 21st Century</i>. New Edition; London, Maidenhead: McGraw-Hill Book Company. Kotler, P. and Keller, K.L., (2008). <i>Marketing Management</i>. 12th Edition; Boston, Pearson Education Publishers. Armstrong, G., (2004). <i>Marketing: An introduction</i>. 6th Edition; Boston, Pearson Education Publishers.</p> | |

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| NDM 116 : Project Level 1 | |
| Credit Units : 0 4 | |
| Duration : 60 Hours | |
| Project Identification and Planning | |
| Module Overview The module introduces learners to real-life work activities that spark creativity and develop their business service skills in a marketing context. | |
| Learning Outcome By the end of this module, the learner should be able to become an independent planner, a critical thinker and a lifelong innovator, capable of setting up and manning his/her own projects. | |
| Competences <ul style="list-style-type: none"> • The learner identifies a project • carries out a feasibility study • determines the initial capital required • draws up the budget | |
| Content | Duration |
| <ul style="list-style-type: none"> • Environmental analysis • Project identification • Feasibility study • Capital estimation • Budgeting | 60 Hours |
| Proposed Projects <ul style="list-style-type: none"> • Marketing consultancy • Product branding • Advert designing • Operating a canteen • Hawking merchandise • Mobile money outlets • Stationery shops • Foodstuff stores <p>A learner may select one of these projects or take on any other of his/her choice to run during the course.</p> | |
| Teaching Methods Group discussions, field study, research, supervision | |
| Suggested References Harold, K., (2010). <i>Project Management: A Practical Planning and Implementation Guide</i> . Nairobi, CBPS Publisher & Distributors. Jason, W., (2006). <i>The Project Management Life Cycle: A Complete Step by</i> | |

Step Methodology for Initiating, Planning, Executing and Closing a Project Successfully. New York, McGraw Hill Publishing Company Ltd.

Kerzner H. (2002). *Project Management: A System Approach to Planning, Scheduling & Controlling.* 2nd Edition; California, CBP Publishing Company.

Lewis, J.P., (2004). *Project Planning Schedule and Control: A Hands-on Guide to Bringing Projects in on Time and on Budget.* New Delhi, New Age International (P) limited.

Detailed Module Description: Year 1 Semester 2

| NDM 121: Marketing Environment | |
|---|-----------------|
| Credit Units : | 05 |
| Duration : | 75 Hours |
| Module Overview | |
| This module equips learners with skills to analyse the marketing environment and make decisions on how best to exploit business capabilities to build and maintain a strong relationship with customers. | |
| Learning Outcome | |
| By the end of this module, the learner should be able to analyse the internal and external business environments and make marketing plans for the business. | |
| Competences | |
| The learner: | |
| <ul style="list-style-type: none"> • determines the scope of the marketing environment. • identifies the importance of the marketing environment. • describes the dynamics of the marketing environment. • scans the business environment. • analyses the benefits of environmental scanning. • responds to environmental forces. • evaluates the internal marketing environment. • describes the variables in the external marketing environment. • analyses the internal and external marketing environments. • analyses the industry. • justifies the importance of environmental analysis. | |
| Detailed Module Description: | Duration |
| Sub-module 1: Scope of Marketing Environment | 8 Hours |
| <ul style="list-style-type: none"> • Basic concepts of marketing environment • Importance of marketing environment • Dynamics of marketing environment | |
| Sub-module 2: Environmental Scanning | 16 Hours |
| <ul style="list-style-type: none"> • Approaches to environmental scanning (systematic approach, adhoc approach and processed form approach) • Benefits of environmental scanning • Responding to environmental forces | |
| Sub-module 3: Internal Marketing Environment | 16 Hours |
| <ul style="list-style-type: none"> • The 7 P's (Product, Price, Promotion, Place, People, Process and Physical evidence) | |

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| <ul style="list-style-type: none"> • Top management and other departments | |
| Sub-module 4: External Marketing Environment <ul style="list-style-type: none"> • Micro environment (customers, suppliers, market intermediaries, competition, publics) • Macro environment - PESTLE (political, economic, social, technical, legal and environmental) factors | 18 Hours |
| Sub-module 5: Environmental Analysis <ul style="list-style-type: none"> • SWOT analysis • Industrial analysis • Importance of environmental analysis | 17 Hours |
| Teaching Methods Group discussions, case study analysis, role play, brain storming, guest speaker, demonstrations, guided discovery | |
| Suggested References Cherunilam, F., (2000). <i>Essentials of Marketing Environment</i> . 7th Edition; Himalaya, Himalaya publishing House. Cherunilam, F., (2003). <i>Business Environment Text and Cases</i> . 22nd Edition; Himalaya SAGE Publication. CIM (2012). <i>Assessing the Marketing Environment: Study Text</i> . London, BPP learning media/publication. Cowell D.W., (1999). <i>The Marketing Services</i> . D. London, Heinmann Professional Publishers. | |

NDM 122: Legal Aspects of Marketing**Credit Units : 03****Duration : 45 Hours****Module Overview**

People in business need to operate their businesses legally within the law. The module therefore introduces learners to legal aspects of trade at different levels of business. It provides learners with knowledge about the court systems and their jurisdictions, terms of agreements in marketing and ability to settle commercial disputes.

Learning Outcomes

By the end of this module, the learner should be able to:

- apply the legal principles to business problems.
- form business contracts.
- write legal agreements.
- operate business within the legal framework.

Competences

The learner:

- classifies laws according to different categories
- justifies the purpose of law
- identifies sources of law in Uganda
- draws the structure of courts in Uganda
- identifies each court's jurisdiction and powers
- illustrates the legal procedures followed in handling business issues
- identifies legal persons
- describe the capacities of legal persons to contract
- analyses the capacity of unincorporated bodies to contract
- distinguishes between nationality and domicile
- classifies contracts into categories
- justifies the essentials of a valid contract
- determines the terms of a contract
- determines the exclusion clauses for the business
- analyses the vitiating elements to the contract
- seeks remedies when a contract is breached
- selects the method for solving disputes
- follows the right procedures to resolve disputes
- tries to solve disputes without going to court
- describes the different types of agents
- creates an agency
- executes the duties of a principal/agent
- determines when to terminate agency relationship
- describes the different types of negotiable instruments
- identifies the necessary parties to a negotiable instrument

| <ul style="list-style-type: none"> • demonstrates the negotiability • transfers a negotiable instrument • endorses the instrument in accordance to the agreement • Observes the recommended ethics when marketing commodities • Creates an audience for the marketing service • Performs ethical pricing of goods/services • Evaluates the level of consumerism • Desists from misleading statements when marketing products • analyses the ownership of the goods sold • passes on the title of goods to the buyer • observes the nemo dat rule in sale of goods • sell/buy goods in accordance to the Sale of Goods Act (SOGA) | |
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| Detailed Module Description | Duration |
| Sub-module 1: Nature and Scope of marketing law <ul style="list-style-type: none"> • Purpose of law • Classification of law • Sources of law | 4 Hours |
| Sub-module 2: Court Systems in Uganda <ul style="list-style-type: none"> • Structure of courts in Uganda • Jurisdictions and powers of courts • Legal procedures in Uganda | 5 Hours |
| Sub-module 3: Law of Persons <ul style="list-style-type: none"> • Legal persons • Capacity of persons to enter into legal relations: <ul style="list-style-type: none"> - Minors - Married women - Persons of unsound mind • Unincorporated bodies (Sole proprietorship, partnership, associations) • Citizenship/nationality and domicile | 6 Hours |
| Sub-module 4: Law of Contract <ul style="list-style-type: none"> • Classification of contracts (void, voidable, valid, special, simple) • Contractual terms • Essentials of a valid contract • Privity of a contract • Exclusion/exemption clauses • Vitiating elements (mistake, misrepresentation, undue influence, duress) • Breach of contract • Remedies for breach of contract • Discharge of a contract | 10 Hours |

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| Sub-module 5: Dispute Resolution <ul style="list-style-type: none"> • Methods of dispute resolution • Procedure of dispute resolution • Alternative dispute resolution | 4 Hours |
| Sub-module 6: Law of Agency <ul style="list-style-type: none"> • Types of agents • Creation of agency • Duties and rights of the agent and the principal • Termination of agency | 4 Hours |
| Sub-module 7: Negotiable Instruments <ul style="list-style-type: none"> • Types of negotiable instruments (bills of exchange, promissory notes, cheques, trade acceptance) • Parties in negotiation • Negotiability (acceptance noting and protesting) • Transfer of instrument • Endorsements | 6 Hours |
| Sub-module 8: Law of Sale of Goods <ul style="list-style-type: none"> • Ownership of goods • Passing of title by a non-owner of goods • Concept of nemo dat rule • Seller / buyer in possession of goods after sale | 6 Hours |
| Teaching Methods Group discussions, study case analysis, role play, brainstorming, demonstration, illustration, presentations | |
| Suggested References Bakibinga, D. (2006). <i>Law of contract in Uganda</i> . Kampala, Professional publisher and consultant ltd. Chris, A., (2010). <i>Ethical Marketing And The New Consumer: Marketing in the New Ethical Economy</i> ; Hoboken, John Wiley & Sons Inc. Essel, R.D., and Howard, C.G., (2011). <i>Principles of Business Law</i> . 4th Edition; New Jersey, Pearson Prentice Hall Inc. Ottman J.A., (2010). <i>The New Rules of Green Marketing: Strategies, Tools and Inspiration for Sustainable Branding</i> . Texas, Greenleaf publishing. <i>Sale of Goods Act 1979</i> <i>The Constitution of the Republic of Uganda, 1995.</i> | |

GBDM 123: Entrepreneurship Development

Credit Units : 04

Duration : 60 Hours

Module Overview

The module equips learners with ability, knowledge and innovative skills to take opportunities by manipulating natural and man-made resources. It covers units such as creativity and innovation, planning and managing a business, entrepreneurial ethics and financial literacy. This positively impacts learners by instilling in them an attitude that favours entrepreneurship as a means of making a living.

Learning Outcomes

By the end of this module, the learner should be able to:

- generate viable business ideas.
- translate problems into opportunities.
- take calculated risks and initiative to transform opportunities into business situations.
- start up and manage business.
- design unique and attractive products/services to manage competition.

Competences

The learner:

- analyses the concepts of entrepreneurship.
- identifies the qualities of a good entrepreneur.
- identifies entrepreneurial traits.
- describes the entrepreneurship process and development programme.
- distinguishes between creativity and innovation.
- identifies the characteristics of a creative person.
- describes the types and causes of innovation.
- generates ideal business ideas.
- mitigates the barriers to creative thinking.
- identifies business opportunities.
- determines the form of business to operate.
- sets up a business.
- analyses causes for business success/failure.
- draws a structure of the business plan.
- describes the components of a business the business plan.
- determines the nature of business to start-up.
- analyses the role of government in entrepreneurship.
- manages business in a changing environment.
- identifies business functions.
- scans business environment .
- applies management functions and techniques to run business.
- analyses the social responsibilities of an entrepreneur.

| <ul style="list-style-type: none"> • justifies the challenges faced by entrepreneurs. • observes the ethics and laws governing entrepreneurs. • sets up ethical strategies for running the enterprise. • exhibits entrepreneurial leadership style. • distinguish between entrepreneur and intrapreneur. • justifies the role of an entrepreneur in the success of an organisation. • discusses the dangers of entrepreneurial control in the organisation. • plans the finances for entrepreneurial growth. • identifies financial providers. • keeps proper financial records. • scans the environment for business opportunities. • provides for risks. | |
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| Detailed Module Description | Duration |
| Sub-module 1: Concepts of Entrepreneurship <ul style="list-style-type: none"> • Entrepreneur and Entrepreneurship • Characteristics/qualities of an entrepreneur • Types of an entrepreneur • Entrepreneurial traits • Entrepreneurial process • Entrepreneurship development | 4 Hours |
| Sub-module 2: Creativity and Innovation <ul style="list-style-type: none"> • Distinction between creativity and innovation • Characteristics of a creative person • Types of innovation • Causes of innovation • Sources of business ideas • Enhancing creative thinking • Barriers to creative thinking | 8 Hours |
| Sub-module 3: Business Opportunities <ul style="list-style-type: none"> • Identification and screening of business opportunities • Forms of business ownership • Establishment and ownership of a business • Reasons for success and failure of businesses | 8 Hours |
| Sub-module 4: Planning a Business <ul style="list-style-type: none"> • Structure of a business plan • Components of a business plan (operational, marketing and financial plans) • Nature of businesses • Government role in entrepreneurship | 10 Hours |
| Sub-module 5: Managing the Business <ul style="list-style-type: none"> • Management functions and techniques • Business functions • Managing business environment | |

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| <ul style="list-style-type: none"> • Managing business risks • Sustaining competitiveness • Leadership, power and motivation in the entrepreneurial venture | |
| Sub-module 6: Social and Entrepreneurial Ethics <ul style="list-style-type: none"> • Social responsibilities of an entrepreneur • Social entrepreneurship challenges • Ethics and business decisions • Ethics and laws governing entrepreneurs • Establishing a strategy for an ethical enterprise • Ethical leadership by entrepreneurs | 8 Hours |
| Sub-module 7: The Changing Role of an Entrepreneur <ul style="list-style-type: none"> • Distinction between entrepreneur and intrapreneur • Role of an entrepreneur in the success of an organisation • Dangers of entrepreneurial control in a mature organisation • Succession in entrepreneurial business | 6 Hours |
| Sub-module 8: Financial Literacy for Entrepreneurial Growth <ul style="list-style-type: none"> • Financial planning • Financial service providers • Loans, savings and investments • Environmental scanning • Risk management • Action plan | 8 Hours |
| Teaching Methods Group discussions, role play, guest speaker, study tours, guided discovery | |
| Suggested References Brychan, T., Miller, C. and Lyndon, M., (2011). <i>Innovation and Small Businesses</i> , Vol.1; London, Book Boon Publishers. Greg, B., (2006). <i>Six Sigma for Small Business</i> . Texas. Entrepreneur Press. Jeanne, H., (2007). <i>Principles of Entrepreneurship</i> . New York, Department of State Publishers. Srivastava S.B.; (2001). <i>A Practical Guide to Industrial Entrepreneurs</i> . New Delhi, Sultan Chand & Sons. Timmons, J. A & Spinelli, S. (2003). <i>New Venture Creation and Entrepreneurship for the 21st Century</i> . 6th Edition; Boston, McGraw-Hill. Wickham, P. A., (2004). <i>Strategic Entrepreneurship</i> . 3rd Edition; London, Pitman Publishing. | |

GBDM 124: Financial Management**Credit Units : 05****Duration : 75 Hours****Module Overview**

The module provides learners with skills to value business operations using financial analysis techniques. It involves careful investment decision-making and proper allocation of capital to enable spending to create wealth.

Learning Outcomes

By the end of this module, the learner should be able to:

- make investment decisions.
- procure funds to carryout business activities.
- collect business revenues and disburse expenses.
- create and interpret the cash-flow statements.
- evaluate business performance.

Competences

The learner:

- describes the role of finance function.
- analyses the functions of a financial manager.
- justifies the importance of financial management.
- justifies the concept of time preference of money.
- computes the time values of money.
- determines the annuities on investment.
- computes the sinking fund.
- determines the sources of business financing.
- identifies a capital market for long-term investment.
- measures the gearing level of a firm.
- selects the composition of the capital structure.
- analyses purpose of making investment decisions.
- evaluates business risks and prepare for uncertainties.
- carries out investment appraisals.
- identifies the elements of working capital.
- determines the amount of working capital for the business.
- maintains the desired levels of inflows and outflows to avoid overtrading.
- controls overtrading and overcapitalisation.
- analyses the purpose of public finance.
- identifies sources of government revenue..
- identifies government expenditures.

| <ul style="list-style-type: none"> • prepares budgets. • plans for long-term investment. • selects the method of costing capital. • computes the cost of equity. • calculates the cost of preference shares. • evaluates the cost of borrowed capital. • determines the policy to apply to payout dividends. • identifies the types of dividends to be paid out. • calculates the dividend payments. • determines the method of paying dividends. • justifies the purpose of analysing financial statements. • computes financial ratios • identifies the benefits and limitations of ratio analysis | |
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| Detailed Module Description | Duration |
| Sub-module 1: Concept of Financial Management <ul style="list-style-type: none"> • Role of finance function • Functions of a financial manager • Importance of financial management | 4 Hours |
| Sub-module 2: Time Value of Money <ul style="list-style-type: none"> • Time preference of money • Compound value • Present value • Future value • Annuities • Sinking fund | 10 Hours |
| Sub-module 3: Sources of Finance <ul style="list-style-type: none"> • Short term sources • Long term sources • Capital markets (primary market, secondary market) | 6 Hours |
| Sub-module 4: Capital Structure <ul style="list-style-type: none"> • Gearing/leverage • Capitalisation • Capital structure decisions | 6 Hours |
| Sub-module 5: Investment Decisions <ul style="list-style-type: none"> • Purpose of investment decisions • Risks, uncertainty and return analysis • Investment appraisal | 8 Hours |
| Sub-module 6: Working Capital Management <ul style="list-style-type: none"> • Elements of working capital • Determinants of working capital • Management of working capital | 8 Hours |

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| <ul style="list-style-type: none"> • Overtrading and overcapitalisation | |
| Sub-module 7: Public Finance <ul style="list-style-type: none"> • Purpose of public finance • Sources of government revenue • Government expenditure • Preparation of government budgets | 8 Hours |
| Sub-module 8: Capital Evaluation <ul style="list-style-type: none"> • Capital budgeting • Methods of costing capital (historical, marginal and weighted cost of capital) • Cost of equity • Cost of preference shares • Cost of debt | 8 Hours |
| Sub-module 9: Dividends <ul style="list-style-type: none"> • Dividend policy • Types of dividends • Computation of dividends • Modes of paying dividends | 7 Hours |
| Sub-module 10: Financial Analysis <ul style="list-style-type: none"> • Purpose of financial analysis • Computation of financial ratios: <ul style="list-style-type: none"> - Liquidity ratio - Profitability ratio - Efficiency ratio - Gearing ratio - Market ratio • Benefits and limitations of ratio analysis | 10 Hours |
| Teaching Methods Group discussions, case study analysis, guest speaker, expository method, guided discovery | |
| Suggested References Campsey, B.J, Bringham, E. D., (1995). <i>Introduction to Financial Management</i> . Illinois, Dryden Publishers. Campsey, B. J., (2011). <i>Introduction to Financial Management</i> . 4th Edition; Florida, Harcourt Publishers. Kakuru, J., (2008). <i>Fundamentals of Financial Management</i> . Revised Edition; Kampala, The Business Publishing Group. Maheshwari, S.N.; (2004). <i>Financial Management Principles and Practice</i> . 9th Edition; Delhi, Sultan Chand & Sons Ltd.. | |

SBDM 125: Principles of Management

Credit Units : 04
Duration : 60 Hours

Module Overview

The module equips learners with management skills and practices, emphasising on functions of planning, organising, leading and controlling. It aims at introducing learners to the fundamental principles of working with and through other people by coordinating activities in order to accomplish set goals.

Learning Outcomes

By the end of this module the learner should be able to:

- monitor business progress.
- coordinate and integrate work activities so that they are completed efficiently and effectively.
- inspire and motivate others to work hard to achieve the set goals.

Competences

The learner:

- analyses the purpose of managing
- exhibit the qualities of a good manager
- carries out the management functions effectively
- performs the roles of a manager
- applies different management theories to manage organisational functions
- exhibits the different types of management skills
- justifies the purpose of planning
- plans how to run the organisation
- describes principles and procedure of planning
- identifies benefits and limitations of planning
- justifies the purpose of organising
- describes the principles of organising
- identify the types of organisations
- draws the organisational structures
- delegates responsibilities to involve others in management activities
- plans for the human resource
- describes the recruitment procedure
- analyses the job requirements
- determines disciplinary procedures
- designs the motivational and disciplinary measures
- identifies the challenges of staffing
- analyses the purpose of leading
- describes the leadership styles
- exhibits the qualities of a good leader

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| <ul style="list-style-type: none"> • applies the classical theories of leadership • Encourage teamwork • justifies the purpose of controlling • describes the control process • analyses the principles of controlling • determines the control techniques to apply | |
| Detailed Module Description: | Duration |
| Sub-module 1: Nature and Scope of Management <ul style="list-style-type: none"> • Purpose of management • Characteristics of a good manager • Management functions • Roles of a manager | 4 Hours |
| Sub-module 2: Management Theories <ul style="list-style-type: none"> • Classical theory approach • Behavioural theory approach • Emerging theory approach | 8 Hours |
| Sub-module 3: Types of Management <ul style="list-style-type: none"> • Management by objectives • Management by walking around • Results-oriented management | 6 Hours |
| Sub-module 4: Organisational Planning <ul style="list-style-type: none"> • Purpose of planning • Types of plans • Principles of effective planning • Planning procedure • Benefits and limitations of planning | 8 Hours |
| Sub-module 5: Organising <ul style="list-style-type: none"> • Purpose of organising • Principles of organising • Types of organisations • Organising procedure • Organisational structure • Authority, power and responsibility • Delegation | 8 Hours |
| Sub-module 6: Staffing <ul style="list-style-type: none"> • Human resource planning • Procedure for staffing (recruiting and selection, induction, placement, resignation dismissal) • Job analysis and description • Motivation • Disciplinary procedures | 10 Hours |

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| <ul style="list-style-type: none"> • Training and development • Challenges of staffing | |
| Sub-module 7: Leading/Directing <ul style="list-style-type: none"> • Purpose of directing • Leadership styles • Qualities of a good leader • Classical theories of leadership • Teamwork | 8 Hours |
| Sub-module 8: Controlling <ul style="list-style-type: none"> • Purpose of controlling • Process of controlling • Principles of controlling • Techniques of controlling | 8 Hours |
| Teaching Methods Group discussions, role-play, guest speaker, guided discovery, presentations, demonstration | |
| Suggested References Balunywa, W., (2007). <i>Handbook of Business Management</i> . The rising Sun Publishers – Kampala. Cole G. A, (2004). <i>Management Theory and Practice</i> ; 6 th Edition; Washington, Cengage Learning Business Press. Mason, C. And Talya, B., (2010). <i>Principles of Management</i> . Version 1.1; New York, Flat World Knowledge, Inc. Mulins L. J., (2007). <i>Management Organisational Behaviour</i> . 8 th Edition. London, British Library Cataloguing. Steward D.M., (1992). <i>Hand Book of Management Skills</i> . London, Gower Publishing Ltd. | |

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| NDM 126: Project Level 2 | |
| Credit Units : | 04 |
| Duration : | 60 Hours |
| Project Implementation | |
| Module Overview | |
| The module equips learners with the skills required to create awareness of and execute the set projects. This will involve implementing the plans created in Project Level 1. While the business is being run, a series of management processes are undertaken to record, monitor and control the deliverables. | |
| Learning Outcome | |
| By the end of this module, a learner should be able to persuade and convince customers to buy the business' products/services. | |
| Competences | |
| The learner: | |
| <ul style="list-style-type: none"> • starts up a business. • advertises the products/services. • records the transactions made following the accounting principles. | |
| Detailed Module Description: | Duration |
| <ul style="list-style-type: none"> • Business promotion • Selling goods/services • Recording business transactions | 60 Hours |
| Assessment guide | |
| Promotion | 10% |
| Record keeping | 40% |
| Service delivery | <u>50%</u> |
| Total | <u>100%</u> |

Detailed Module Description: Year 2 Semester1

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| GBDM 211: Business Statistics | |
| Credit Units | : 03 |
| Duration | : 45 Hours |
| Module Overview | |
| <p>The module provides learners with a quantitative foundation in various statistical techniques applicable to real life business situations. It develops the learners' abilities and skills to conduct investigations, collect data, uncover relationships between variables and produce forecasts of the future values.</p> | |
| Learning Outcomes | |
| <p>By the end of this module, the learner should be able to:</p> <ul style="list-style-type: none"> • evaluate and interpret business situations. • present information using numerical and graphical procedures. • make predictions about possible consequences. • provide optimal solutions to business problems. | |
| Competences | |
| <p>The learner:</p> <ul style="list-style-type: none"> • classifies data into appropriate categories. • identifies the sources of data. • determines the methods and tools for collecting data. • processes and presents data in tabular, graphical, diagrammatical and pictorial forms. • calculates the mean, mode and median of a given data. • computes the measures of dispersion. • analyses the concepts of probability. applies the addition and multiplication rules of probability in business situations. • predicts the occurrence of certain business events. • applies the probability distributions in decision making. • Analyses the purpose of correlations and regressions. • Plots data on the scatter diagram. • Calculates Correlation coefficients. • Computes the regression coefficient. • Measures the correlations between different business variables. • Estimates values between known and unknown variables from a graph using interpolation and extrapolation. • identifies the purpose of index numbers. • computes indices using different indexing models. • analyses the problems of constructing index numbers. | |

| <ul style="list-style-type: none"> • justifies the purpose of time series. • identifies the components of time series. • draws the time series model. • analyses the time series results. • identifies the categories of hypothesis. • tests the hypothesis of different variables. • calculates the chi square values. | |
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| Detailed Module Description | Duration |
| Sub-module 1: Concepts of Business Statistics <ul style="list-style-type: none"> • Purpose of business statistics • Classification of data • Sources of data • Methods of collecting data • Data collection tools | 3 Hours |
| Sub-module 2: Data Processing and Presentation <ul style="list-style-type: none"> • Tabulation of data • Graphics and diagrams • Pictorials | 4 Hours |
| Sub-module 3: Data Analysis <ul style="list-style-type: none"> • Measures of central tendencies (mean, mode and median) • Measures of dispersion (range, variance, deviation) | 8 Hours |
| Sub-module 4: Probability Analysis <ul style="list-style-type: none"> • Concept of probability • Rules of probability (addition and multiplication) • Probability events (mutually exclusive and independent) • Normal, discrete and binomial distributions • Permutations and conditional probability | 6 Hours |
| Sub-module 5: Correlation and Regression <ul style="list-style-type: none"> • Purpose of regression and correlation • Scatter diagrams • Correlation coefficient and product moment correlation • Line of best fit • Regression coefficient • Linear regression-variables x and y • Interpolation and extrapolation | 8 Hours |
| Sub-module 6: Index Numbers <ul style="list-style-type: none"> • Purpose of index numbers • Methods of computation (Laspeyres, Paasche, Fisher) • Problems of constructing index numbers | 6 Hours |
| Sub-module 7: Time Series <ul style="list-style-type: none"> • Purpose of time series | 4 Hours |

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| <ul style="list-style-type: none"> • Components of time series • Computation of time series models • Analysis of time series | |
| <p>Sub-module 8: Hypothesis Testing</p> <ul style="list-style-type: none"> • Purpose of hypothesis testing • Classification of hypothesis (one-tailed, two-tailed and null hypothesis) • Chi-square | 6 Hours |
| <p>Teaching Methods: Group discussions, case study analysis, illustrations, experiments, demonstration, exercises</p> | |
| <p>Suggested References Brenson, L., (2011). <i>Basic Business Statistics Concepts and Applications</i>. 12th Edition; New Jersey, Pearson Publishers. Kapoor, V.K., (1998). <i>Problems and Solutions in Statistics</i>. New Delhi, Sultan Chand & Sons. Saleemi N.A., (2010). <i>Business Mathematics and Statistics Simplified</i>. 4th Edition; Nairobi, Saleemi Publications. Saleemi N.A., (2010). <i>Quantitative Techniques Simplified</i>. London, Champman & Hall. Sancheti, D.C., (2005). <i>Statistics: Theory, Methods and Applications</i>. New Delhi, Sultan Chand & Sons. William, F., (2008). <i>An Introduction to Probability Theory and its Applications</i>. 3rd Edition; Oklahoma, Athena Scientific Publishers.</p> | |

GBDM 212: Cost and Management Accounting**Credit Units** : 05**Duration** : 75 Hours**Module Overview**

The module instils in the learners management accounting skills relating to costing, reporting financial information and budgeting for cash. Learners develop the competences required to evaluate and apportion material, labour and overhead costs appropriately using different techniques such as process costing, labour costing and budgetary controls, for profitable business performance.

Learning Outcomes

By the end of this module, the learner should be able to:

- apportion and allocate costs to their cost centres.
- fix selling prices based on the cost information.
- reconcile the profits as per financial statements with the profits as per cost accounts.

Competences

The learner:

- relates cost accounting and management accounting.
- applies the concepts and principles of cost and management accounting.
- justifies the purpose of cost and management accounting.
- designs the decision making cycle.
- classifies costs.
- identifies elements of costs.
- determines the cost centres and units.
- classifies materials according to property, structure or use.
- determines the procurement procedure.
- determines the purchase quantity and re-order level.
- sets up a material storage space.
- determines the valuation and issue method.
- controls loss, waste and spoilage of materials.
- performs the quality management functions.
- classifies the labour costs.
- determines the labour remuneration methods.
- prepares the payroll.
- controls labour turnover.
- classifies O/H costs.
- apportions O/H to cost centres.
- computes the absorption of O/H by each cost unit.
- draws the process accounts.
- ascertain the material losses.

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| <ul style="list-style-type: none"> determines the joint and by-products. analyses the contribution concept of CVP. computes the breakeven point. determines the margin of safety level. analyses the limitations of CVP analysis. prepares budgets. compares budget with actual expenses. justifies the benefits and of budgetary control. determines the budgetary control. | |
| Detailed Module Description: | Duration |
| Sub-module 1: Nature and Scope of Cost and Management Accounting <ul style="list-style-type: none"> Relationship between cost accounting and management accounting Concepts and principles of cost and management accounting Purpose of cost and management accounting Decision making cycle | 4 Hours |
| Sub-module 2: Classification of Costs <ul style="list-style-type: none"> Classification of costs (by behaviour, nature, function, traceability, controllability and variability) Elements of costs Cost centres and cost units | 4 Hours |
| Sub-module 3: Material Costing <ul style="list-style-type: none"> Classification of materials Procurement procedure Purchasing controls (economic order quantity, just-in-time, re-order level) Material storage Material valuation and issue (FIFO, LIFO, weighted average) Material loss, wastage and spoilage Total quality management (TQM) | 10 Hours |
| Sub-module 4: Labour Costing <ul style="list-style-type: none"> Classification of labour costs Methods of labour remuneration and incentives Payroll accounting Wage control techniques Labour turnover | 8 Hours |
| Sub-module 5: Overhead Costing <ul style="list-style-type: none"> Classification of overhead costs | 10 Hours |

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| <ul style="list-style-type: none"> • Apportionment of overheads to cost centres • Absorption of overheads by cost units | |
| Sub-module 6: Product Costing <ul style="list-style-type: none"> • Process costing • Material losses • Joint products and by-products | 10 Hours |
| Sub-module 7: Costing Techniques <ul style="list-style-type: none"> • Marginal costing • Standard costing • Specific order costing (job costing, batch costing, contract costing) | 12 Hours |
| Sub-module 8: Costs, Volume and Profit Analysis (CVPA) <ul style="list-style-type: none"> • Contribution concepts of CVP analysis • Break-even point and analysis • Margin of safety • Limitations of cost, volume and profit analysis | 8 Hours |
| Sub-module 9: Budgeting and Budgetary Control <ul style="list-style-type: none"> • Types of budgets (fixed, flexible and master budgets) • Preparation of budgets • Purpose of budgetary control • Budgetary control techniques (budget centre, budget manual, variance analysis) | 9 Hours |
| Teaching Methods Group discussions, illustration, demonstration, testing | |
| Suggested References Bhabatosh, B., (2006). <i>Cost Accounting: Theory and Practices</i> . 12th Edition; New Delhi. Prentice-Hall. Drury, C., (2008). <i>Cost and Management Accounting</i> . 7th Edition; Mason, Cengage Learning Business Press. Jacobs. J.F., (1996). <i>Budgeting and Budgetary Control</i> . 2nd Edition; London, International Thomson Publishing. Kamukama N, A., (2006). <i>Cost and Management Accounting</i> . 1st Edition; Kampala, MUBS. Lucey T., (1999). <i>First Course in Cost and Management Accounting</i> . London, D.P Publication Limited. . Lucey. T., (2003). <i>Management Accounting</i> . 4rd Edition, Continuum International publishing group; High Holborn home – London. Saleemi N.A., (2005). <i>Job Costing for Planning and Control of Services</i> . Nairobi, N.A. Saleemi Publishers. | |

| NDM 213: Analysing Customers | |
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| Credit Units : 05 | |
| Duration : 75 Hours | |
| Module Overview The module equips learners with knowledge and skills to identify customers, discover their needs and wants, analyse their buying behaviour, perceptions and attitudes so as to offer them satisfying products and services. | |
| Learning Outcome By the end of this module, the learner should be able to build good relationships with customers, satisfy their needs by providing what they want and generate a reputable business. | |
| Competences The learner: <ul style="list-style-type: none"> • identifies customers. • analyses the importance of understanding customer behaviour. • discusses the effects of failure to understand a customer. • analyses the different concepts of consumer behaviour. • checks out the customers' buying behaviour. • analyses what motivates consumers. • identifies factors that influence buying behaviour. • analyses customer perceptions, beliefs and attitudes towards a product. • minimises consumer frustration and resolve conflict about a product. • identifies the effects of social and cultural aspects on consumer behaviour. • identifies the types of industrial buyers. • describes the industrial buying process. • identifies factors that influence industrial buying behaviour. • analyses the levels of customer satisfaction. • handles customer complaints. • relates marketing to customers' buying behaviour. | |
| Detailed Module Description | Duration |
| Sub-module 1: Customer Concepts <ul style="list-style-type: none"> • Identifying customers • Importance of analysing customer behaviour • Effects of failure to analyse a customer | 6 Hours |
| Sub-module 2: Concepts of Customer Behaviour <ul style="list-style-type: none"> • Psychological concepts • Concept of the self • Cognitive process • Sensation and perception of objects | 8 Hours |

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| Sub-module 3: Consumer Buying Behaviour <ul style="list-style-type: none"> • Types of buying behaviour (habitual, dissonance, variety, complex) • Models and theories of consumer behaviour • Customer motivation analysis • Buying decision process • Factors that influence buyer behaviour | 10 Hours |
| Sub-module 4: Perception, Beliefs and Attitudes <ul style="list-style-type: none"> • Theory of personality • Distinction between perception, belief and attitude • Effects of perception, beliefs and attitudes on buying behaviour • Customer frustration and conflict | 15 Hours |
| Sub-module 5: Consumer Social and Cultural Aspects <ul style="list-style-type: none"> • Family unit • Group influences • Social responsibility • Culture and its effects on the consumer | 10 Hours |
| Sub-module 6: Industrial Buying Behaviour <ul style="list-style-type: none"> • Types of industrial buyers • Industrial buying process • Factors influencing industrial buying behaviour | 14 Hours |
| Sub-module 7: Customer Satisfaction <ul style="list-style-type: none"> • Levels of customer satisfaction • Handling customer complaints • Relationship marketing in buying behaviour | 12 Hours |
| Teaching Methods Group discussions, demonstrations, role play, debates | |
| Suggested References Kotler D.P., (2011). <i>Measure What Matters: Online Tools for Understanding Customers</i> , 1st Edition; New York, Wiley J & Sons Incorporated publishers.. Schiffman,L.G. & Kanuk, L.L., (2007). <i>Consumer Behaviour</i> . 9th edition; New York Prentice-Hall. Wayne, D.H. & Macinnis, D.J., (2000). <i>Customer Behaviour</i> . 5th Edition; Boston, Houghton Mifflin Harcourt Company. | |

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| SBDM 214: Strategic Management | |
| Credit Units : | 03 |
| Duration : | 45 Hours |
| Module Overview | |
| This module introduces learners to the concepts of the strategic dimensions of an organisation and develops their awareness of the current discourse in strategic management skills. | |
| Learning Outcome | |
| By the end of this module, the learner should be able to formulate strategies for the business and implement them by means of budgeted resource allocation. The matching of tasks, people, technologies and reward systems are emphasised. | |
| Competences | |
| The learner: | |
| <ul style="list-style-type: none"> • analyses the value of strategic management. • describes the key concepts of strategic management. • draws the strategic management model. • identifies pitfalls in strategic management. • follows strategic management guidelines. • formulates the vision, mission and objectives of the business. • identifies the characteristics and components of the vision and mission statements. • sets the goals, values and objectives. • assesses the external environment of the business. • identifies the economic forces in the business environment. • analyses the external environment using Porter's Five Force Model. • examines the global challenges that can affect a business organisation. • determines the strategies for each level of the business. • identifies customer needs. • carries out market segmentation. • analyses the management strategies set. • selects the most appropriate strategy/ strategies to the organisation. • allocates resources for strategy implementation. • matches business structure with strategies. • identifies factors to consider when implementing strategies. • manages change. • resolves conflicts. • reviews the set strategies, evaluates and controls their implementation. | |
| Detailed Module Description | Duration |
| Sub-module 1: Nature and Value of Strategic Management | |
| <ul style="list-style-type: none"> • Purpose of strategic management • Key concepts in strategic management • Strategic management model | 6 Hours |

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| <ul style="list-style-type: none"> • Pitfalls in strategic planning • Guidelines for effective strategic management | |
| Sub-module 2: Vision, Mission and Objectives <ul style="list-style-type: none"> • Creation of a vision and a mission statement • Characteristics and components of the vision and mission statement • Goals, values and objectives of business organisations | 5 Hours |
| Sub-module 3: Environmental Assessment <ul style="list-style-type: none"> • Economic forces • Social, cultural, demographic and ecological forces • Political and legal forces • Technological forces • Competitive analysis (Porter's five forces model) • Global challenges | 10 Hours |
| Sub-module 4: Business Level Strategy <ul style="list-style-type: none"> • Competitive positioning strategy • Customer needs strategy • Market segmentation strategy | 6 Hours |
| Sub-module 5: Strategy Analysis and Choice <ul style="list-style-type: none"> • Analysing Strategies • Choice of strategies | 4 Hours |
| Sub-module 6: Implementing Strategies <ul style="list-style-type: none"> • Resource allocation • Matching structure with strategies • Factors to consider when implementing strategies • Change management • Managing organisational conflict | 8 Hours |
| Sub-module 7: Strategy Review, Evaluation and Control <ul style="list-style-type: none"> • Strategy review • Strategy evaluation • Strategy control | 6 Hours |
| Teaching Methods Group discussions, case study analysis, demonstrations, role play, guest speaker, illustrations, guided discovery | |
| Suggested References Grant R.M. (2005). <i>Contemporary Strategy Analysis</i> . 5th Edition; Chichester, Blackwell Publishing. Ireland H. M. & Hoskisson R. (2004). <i>Competitive Strategy: Competitiveness and Globalisation</i> . 6th Edition; Farmington, Cengage Learning, EMEA. McGraw, E.H., (2001). <i>Basic Strategic Managerial Skills for All</i> . 4th Edition; New Delhi, Prentice Hall PVT ltd. | |

NDM 215: Project Level 3

Credit Units : 04

Duration : 60 Hours

Module Overview

The module equips learners with the skills required to understand customers' buying behaviour, manipulate them into buying what they would not have thought of and helping them to get what they really want.

Learning Outcome

By the end of this module the learner should be able to analyse customers' buying behaviour and add value to products/services to suit the customers' needs and wants.

Competences

The learner:

- attracts customers' attention.
- analyses customer buying behaviour.
- adds value to the products/services provided.
- costs the products/services.
- markets and sells products/services.

Analysing Customer Buying Behaviour

Duration

Emphasis on:

- Capturing customer attention
- Improving product quality
- Cost management

60 Hours

| GBDM 216: Internship Training | |
|---|-----------------|
| Credit Units : | 04 |
| Duration : | 60 Hours |
| Module Overview | |
| This module provides learners with opportunities of field exposure and placement in organisations where they practically apply the knowledge and skills acquired in class. | |
| Learning Outcomes | |
| By the end of this exercise the learner should have: | |
| <ul style="list-style-type: none"> • developed interpersonal, communication and teamwork skills. • enhanced work ethics and professionalism. • been talent-spotted by the organisation where he/she did internship. | |
| Competences | |
| The learner: | |
| <ul style="list-style-type: none"> • applies the concepts learnt in class to practically perform the assigned tasks in the organisation. • identifies the challenges at the work place. • adheres to the time frame. • writes an internship report following the guided format. | |
| Detailed Module Description | Duration |
| <ul style="list-style-type: none"> • Organisation of the Internship • Purpose of the internship • Placement procedures • Supervisor's roles • Intern activities • Format of internship report | 60 Hours |
| Teaching Methods | |
| Guided discovery, field visits, work supervision, report writing | |
| Suggested References | |
| Ronnestad M.H. & Skovholt, T.M., (2001). <i>Developing Practitioners</i> . 5th Edition; Howard Anderson Publishing. | |
| Studer, J.R. & Diambra, J.F., (2010). <i>A Guide to Practicum and Internship for School Counsellors-In-Training</i> , 1st Edition; London, Routledge. | |

| NDM 221: Fundamentals of Selling | |
|---|-----------------|
| Credit Units : | 05 |
| Duration : | 75 Hours |
| Module Overview | |
| The module equips learners with interpersonal skills and the desire to engage with customers, providing them with what they truly need while manipulating them into buying what they may not have thought of buying. | |
| Learning Outcome | |
| By the end of this module the learner should be able to ascertain customers' emotional and material needs, get a better picture of what they value and convert it into sales. | |
| Competences | |
| The learner: | |
| <ul style="list-style-type: none"> • determines the scope of selling. • identifies the types of selling. • justifies the roles of selling and apply the selling techniques. • draws the sales plan. • identifies the sales persons. • assigns roles to sales forces. • determines the sales process. • organises the sales force. • sets the sales strategies. • determines the size of the sales force and design its structure. • sets strategies to effectively manage the sales force. • conducts face-to-face selling of products/services. • identifies challenges and develop solutions to personal selling. • conducts relationship selling to build ties with customers. | |
| Detailed Module Description | Duration |
| Sub-module 1: Nature and Scope of Selling | 10 Hours |
| <ul style="list-style-type: none"> • Types of selling (consultative, transactional, strategic, partnering) • Roles of selling • Selling techniques (direct, wholesale, online, auction) | |
| Sub-module 2: Sales Planning | 12 Hours |
| <ul style="list-style-type: none"> • Types of sales people (order takers, order getters, support personnel) • Sales process • Roles of a sales force • Qualities of a good sales force | |

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| Sub-module 3: Organising the Sales Force <ul style="list-style-type: none"> • Sales force objectives • Sales force strategy • Sales force structure and size | 10 Hours |
| Sub-module 4: Managing the Sales Force <ul style="list-style-type: none"> • Recruiting and selecting the sales force • Training sales force • Directing sales force • Compensating sales force • Motivating sales force • Evaluating sales force | 16 Hours |
| Sub-module 5: Personal Selling <ul style="list-style-type: none"> • Managing personal selling • Personal selling process • Importance of personal selling • Challenges of personal selling • Overcoming the challenges of personal selling • Organisational selling of goods and services | 15 Hours |
| Sub-module 6: Relationship Selling <ul style="list-style-type: none"> • Sales knowledge (customers, product, technologies) • Importance of relationship selling • Building trust | 12 Hours |
| Teaching Methods Group discussions, role play, demonstrations, brain storming, guest speaker, debate, guided discovery | |
| Suggested References Futrell C., (2010). <i>Fundamentals of Selling</i> . 12th Edition; Ontario, McGraw-Hill. Jobber, D. & Lancaster, G., (2003). <i>Selling and Sales Management</i> . 6th Edition; London, Financial Times Prentice Hall. Stewart G., (2000). <i>Successful Sales Management: How to Make your Team the Best</i> . London, Prentice Hall PTR. Manning, G.L., (2003). <i>Selling Today: Creating Customer Value</i> . 9th Edition; Chicago, McGraw-Hill. | |

SBDM 222: Human Resource Management

Credit Units : 04
Duration : 60 Hours

Module Overview

Successful businesses do not only owe their success to market realities and sustainable competitiveness but also to their human capital, which is considered an important asset. The module develops the learners' cognitive skills and techniques to manage human resource that contributes to the achievement of the strategic objectives of the organisation. The key functions include recruiting the right people to do the tasks, training them, appraising their work performance, safety and developing public relations.

Learning Outcomes

By the end of this module the learner should be able to:

- provide leadership roles in coaching and supporting others.
- apply professional knowledge and personal impact to create change in business.
- attract, organise and retain employees so that they effectively perform the business activities.

Competences

The learner:

- describes the HRM functions.
- exhibits the roles of HR manager.
- identifies the challenges of modern HRM.
- plans for the required manpower.
- distinguishes between manpower planning and human resource planning.
- identifies the manpower gaps.
- designs an HRP process.
- sets strategies for barriers to HRP.
- identifies the sources of recruitment.
- designs the recruitment process.
- determines the selection techniques.
- introduces the new employees to their jobs and colleagues.
- designs the training schedule.
- justifies the importance of HR training and developing.
- develops strategies to challenges of training and development.
- communicates to staff the rationale for performance appraisal.
- selects the appropriate method to use in appraising performance.
- sets the conditions for appraisal.
- justifies the importance of appraisals.
- sets strategies to mitigate challenges encountered in performance appraisals.
- sets the disciplinary guidelines.

| <ul style="list-style-type: none"> • sets the requirements for promotions, transfers, demotions and retirement. • designs a restructuring criterion. • describes the concepts of labour. • determines the rewards for labour. • enforces labour law compliance. • sets up health and safety measures. • develops strategies for controlling work stress. • analyses the concepts of IR. • justifies the importance of IR. • creates a harmonious relationship between employees and management. • involves employees in collective decision-making. • resolves industrial disputes. | |
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| Detailed Module Description | Duration |
| Sub-module 1: Scope of Human Resource Management (HRM) <ul style="list-style-type: none"> • Concepts of HRM • Role of human resource manager • Challenges of modern HRM | 4 Hours |
| Sub-module 2: Human Resource Planning (HRP) <ul style="list-style-type: none"> • Manpower planning • Distinction between manpower planning and human resource planning • Purpose of manpower planning • Determining manpower gaps • Human resource planning process • Barriers to human resource planning | 8 Hours |
| Sub-module 3: Recruitment and Selection <ul style="list-style-type: none"> • Sources of recruitment • Recruitment process • Selection techniques • Induction and placement | 8 Hours |
| Sub-module 4: Human Resource Training and Development <ul style="list-style-type: none"> • Process of training and development • Importance of training and development • Challenges of training and development | 6 Hours |
| Sub-module 5: Performance Appraisal <ul style="list-style-type: none"> • Rationale for performance appraisal • Methods of performance appraisal • Conditions for successful appraisal • Importance of performance appraisal | 8 Hours |

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| <ul style="list-style-type: none"> Challenges of performance appraisal | |
| Sub-module 6: Internal Staff Adjustments <ul style="list-style-type: none"> Administering discipline Promotions Transfers Demotions Retirements Restructuring | 10 Hours |
| Sub-module 7: Labour <ul style="list-style-type: none"> Concepts of labour Reward for labour Labour laws Labour market | 4 Hours |
| Sub-module 8: Health and Safety at Work <ul style="list-style-type: none"> Health and safety measures Managing stress at the workplace | 6 Hours |
| Sub-module 9: Industrial Relations <ul style="list-style-type: none"> Concepts of industrial relations Importance of industrial relations Perspectives of industrial relations (unitary, pluralism, Marxist) Collective bargaining Industrial disputes | 6 Hours |
| Teaching Methods Group discussions, role play, demonstrations, brain storming, guided discovery | |
| Suggested References Aswathappa, K., (2003). <i>Human Resource and Personnel Management</i> . New Delhi, Tata McGraw Hill publishing company. Cascio, W.F. (2012). <i>Managing Human Resource</i> . 9th Edition; Florida, McGraw-Hill Higher Education. Maicibi N.A (2007). <i>Human Resource Management Success</i> . Kampala, UNAFRI Secretariat. Moreen H., Gunnigle P. & Morely M., (2006). <i>Human Resource Management</i> . Ireland, Gill and MacMillan ltd. Nkomo, S.M., (2010). <i>Human Resource Management Applications: Cases, Exercises, Incidents and Skills Builders</i> . 7th Edition; Pretoria Cengage Learning. | |

NDM 223: International Marketing**Credit Units : 04****Duration : 60 Hours****Module Overview**

The module provides learners with fundamental factors that must be considered before venturing into international marketing. It exposes learners to the basic concepts of getting into the world of markets. It also develops their skills and abilities to perform business activities that direct the flow of goods and services to consumers in more than one nation across national boundaries.

Learning Outcomes

By the end of this module the learner should be able to:

- market goods and services across borders.
- develop strategic decisions that are tailored to suit the cultures of foreign countries.
- coordinate activities across the globe to satisfy human needs and wants.

Competences

The learner:

- determines the scope in which to carry out international marketing.
- analyses the need for international marketing.
- discusses the role of international markets in an economy.
- identifies the obstacles to international marketing.
- identifies the need for international marketing research.
- describes the international marketing research process.
- analyses the factors for international marketing environment.
- determines the market entry strategies.
- identifies factors to consider when selecting a market entry strategy.
- sets procedures to follow in conducting international marketing.
- identifies documents used in import and export transactions.
- clears the import/export tariffs/duties.
- analyses the need for regional cooperation.
- describes the forms of WTOs.
- discusses the functions and importance of WTOs.
- analyses the international marketing logistics to be followed.
- manages the international marketing logistics.
- discusses the effects of containerisation.
- carries out e-marketing.
- practises globalisation.
- analyses the effects of e-marketing.

| Detailed Module Description | Duration |
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| Sub-module 1: Scope of International Marketing <ul style="list-style-type: none"> • Distinction between international marketing, global marketing and domestic marketing • Basis of international marketing • Reasons for international marketing • Stages of international marketing involvement • Advantages of international marketing • Challenges in international marketing | 6 Hours |
| Sub-module 2: International Marketing Research <ul style="list-style-type: none"> • Need for international marketing research • International marketing research process • International marketing environment | 8 Hours |
| Sub-module 3: Market Entry Strategies <ul style="list-style-type: none"> • Direct market entry strategies • Indirect market entry strategies • Market selection strategies | 8 Hours |
| Sub-module 4: Imports and Exports <ul style="list-style-type: none"> • Import and export procedures • Import and export documents • Import and export tariffs and duties | 8 Hours |
| Sub-module 5: Regional Cooperation and Markets <ul style="list-style-type: none"> • Need for regional cooperation • World Trade Organisations (WTOs) <ul style="list-style-type: none"> - Forms of WTOs - Functions of WTOs - Importance of WTOs | 12 Hours |
| Sub-module 6: International Marketing Logistics <ul style="list-style-type: none"> • Marketing logistics • Distribution strategies • Management of international marketing • Effects of containerisation | 10 Hours |
| Sub-module 7: New Developments in Marketing <ul style="list-style-type: none"> • E-marketing • Globalisation • Effects of new developments | 8 Hours |
| Teaching Methods Group discussions, brainstorming, guided discovery, demonstrations, illustrations, guest speaker | |
| Suggested References Cateora P., Gilly M. & Graham J., (2010). <i>International Marketing</i> . 15th Edition; Irwin, McGraw Hill. | |

- Pervez N.G., (2010). *International marketing*, 3rd edition; McGraw Hill Higher Education – London.
- Paliwoda S.J. (2013). *International Marketing*. 3rd Edition; Auston, Taylor & Francis publishers.
- Subhash, C.J., (2000). *International marketing Management*. 6th Edition; New Delhi, South-Western Educational Publishing.
- Misha, M.N., (1997). *International Marketing Management*. Oxford, IBH International Publishing, PVT Company.

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| GBDM 224: Business Kiswahili | |
| Credit Units : 02 | |
| Duration : 30 Hours | |
| Module Overview | |
| The module introduces learners to basic business Swahili to enable them understand, speak, read and write simple Swahili text. | |
| Learning Outcome | |
| By the end of this module the learner should be able to apply Swahili business terms well enough to perform day-to-day transactions, communicating in any situation that may arise. | |
| Competences | |
| The learner: | |
| <ul style="list-style-type: none"> • greets elders, peers and the young correctly. • introduces oneself. • introduces other persons. • speaks out the vowels, verbs, nouns, pronouns, and prepositions in the correct Swahili accent. • counts using the cardinal and ordinal numbers. • states the dates, days and months correctly. • combines words to construct good sentences. • asks questions and respond to inquiries. • Reads Swahili words. • Pronounces words in proper Swahili accent. • Joins words to make correct sentences in Swahili. • writes logic business correspondences with proper punctuation. • identifies business terminologies and apply them correctly. • uses polite language to customers and negotiate for fair prices with suppliers. • designs attractive adverts. | |
| Detailed Module Description | Duration |
| Sub-module 1: Introduction to Kiswahili | 2 Hours |
| <ul style="list-style-type: none"> • Greetings: <ul style="list-style-type: none"> - at different times - to elders, peers, the young • General introduction: <ul style="list-style-type: none"> - of oneself - of others | |
| Sub-module 2: Swahili Sounds | 4 Hours |
| <ul style="list-style-type: none"> • Production of Swahili sounds • Vowels, consonants, verbs, nouns | |

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| <ul style="list-style-type: none"> • Pronouns, prepositions, prefixes | |
| Sub-module 3: Counting <ul style="list-style-type: none"> • Cardinal numbers • Ordinal numbers • Time, dates, days, months | 2 Hours |
| Sub-module 4: Spoken Fluency <ul style="list-style-type: none"> • Verb phrases • Noun phrases • Sentence pattern • Questions and responses • Making requests • Expressing likes and dislikes | 8 Hours |
| Sub-module 5: Reading <ul style="list-style-type: none"> • Pronunciations • Accent • Sentence structure and analysis | 4 Hours |
| Sub-module 6: Writing <ul style="list-style-type: none"> • Basic sentence elements • Sentence logic • Punctuations | 4 Hours |
| Sub-module 7: Business Language <ul style="list-style-type: none"> • Specific business terminologies (prices, quantity, quality, order and expressions) • Presentation and negotiation • Advertising | 6 Hours |
| Teaching Methods Group discussions, role-play, brainstorming, buzz method, video/cassette application, presentations | |
| Suggested References Donovan, M. & Lutz, M., (2011). <i>Swahili: A Complete Course for Beginners</i> . 2nd Edition; Dar es Salaam, Living Language Publishers. Perrott, D.V., (2010). <i>Essentials Of Business Kiswahili: A Teach Yourself Guide</i> . Nairobi, Kenway Publications. Peter, M.W., (2006). <i>Simplified Swahili</i> . New York, Longman Group. | |

| NDM 225: Marketing Research and Proposal Writing | |
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| Credit Units : | 03 |
| Duration : | 45 Hours |
| Module Overview | |
| <p>The module equips learners with knowledge and skills to explore and evaluate data for use in making marketing decisions. It specifies the information required to design methods for obtaining consumer and trade responses to the marketing activities.</p> | |
| Learning Outcomes | |
| <p>By the end of this module the learner should be able to:</p> <ul style="list-style-type: none"> • identify a research problem. • conduct an investigation to establish the marketing facts. • interpret the results. • suggest solutions to the problem. | |
| Competences | |
| <p>The learner:</p> <ul style="list-style-type: none"> • justifies the purpose of conducting a research. • analyses the types of research. • exhibits the qualities of a good researcher. • develops a research topic. • justifies the importance of marketing research. • analyse the limitations to marketing research. • describes the data types. • identifies the sources of data for the research • selects the data collection technique. • processes the collected data. • presents data in an understandable format. • designs the marketing research process. • determines the methods of marketing research. • identifies types of research design. • justifies the purpose of a research proposal. • describes the components of a research proposal. • reviews the related literature. • quotes using the APA format. | |
| Detailed Module Description | Duration |
| <p>Sub-module 1: Nature and Scope of Research</p> <ul style="list-style-type: none"> • Purpose of research • Types of research • Qualities of a good researcher • Developing a research topic | 3 Hours |

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| <ul style="list-style-type: none"> • Importance of marketing research • Limitations of marketing research | |
| <p>Sub-module 2: Data</p> <ul style="list-style-type: none"> • Types of data (quantitative and qualitative) • Sources of data (primary and secondary) • Data collection techniques (question based, observation, opinion polls) • Data processing (sorting, editing, classifying, storage) • Data presentation and analysis | 6 Hours |
| <p>Sub-module 3: Marketing Research</p> <ul style="list-style-type: none"> • Marketing research process • Methods of marketing research • Elements of marketing research (market research, product research, sales research) • Research design | 6Hours |
| <p>Sub-module 4: Research Proposal</p> <ul style="list-style-type: none"> • Purpose of research proposal • Parts of a research proposal • Literature review • Writing a research proposal • Quoting and referencing | 30 Hours |
| <p>Teaching Methods Group discussions, case study analysis, expository method, guided discovery</p> | |
| <p>Suggested References Aaker D.A. & Kumar V., (2009). <i>Marketing Research</i>. 10th Edition; Dubai, Wiley Publishers. Alan, W., (2006). <i>Marketing Research: An integrated Approach</i>. 2nd Edition; London, Financial Times/Prentice Hall. Enon J.C., (1997). <i>Educational Research, Statistics and Measurement</i>. Kampala, Makerere University. Saunders, M., (2012). <i>Research Methods for Business Students</i>. 6th Edition; New Jersey, Prentice Hall.</p> | |

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| NDM 226: Project Level 4 | |
| Credit Units : 04 | |
| Duration : 60 Hours | |
| Preparation of Financial Statements and Project Report | |
| Module Overview This project level is intended to equip learners with management skills to make strategic decisions about resource valuation and preparation of financial statements. | |
| Learning Outcome By the end of this project level the learner should be able to compile a report on the general business status before winding up the project. | |
| Competences The learner: <ul style="list-style-type: none"> • carries out valuation of inventory. • draws financial statements. • writes a project report. • closes the project. | |
| Detailed Module Description | Duration |
| <ul style="list-style-type: none"> • Inventory valuation • Financial statements • Project report • Project closure | 60 Hours |

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