

# DOMESTIC WORK LEVEL – II



## CURRICULUM

Based on March, 2022 (Version- II) Occupational  
standard (OS)

March, 2022  
Addis Ababa, Ethiopia

## Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven comparable TVET-Delivery. The Curricula help to facilitate the training process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS).

This curriculum has been developed by a group of professional experts from different Regional TVET Bureaus, colleges, Industries, Institutes and universities based on the occupational standard for domestic worker Level II.

The curriculum development process has been actively supported and facilitated by **Ministry of Labor and Skills**.

## **TVET-Program Design**

### **1.1. TVET-Program Title: domestic Work Level II**

### **1.2. TVET-Program Description**

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as a **domestic Worker** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **Labor And Social Affairs Sector** in the field of **domestic work**.

The prime objective of this training program is to equip the trainees with the identified competences specified in the OS. Graduates are therefore expected to develop self-awareness and work in a socially diverse workplace, use Arabic language to communicate in a domestic work setting, use English language to communicate in a domestic work setting, clean and maintain house in domestic setting, wash and iron cloths, linens and fabrics, clean, sanitize and maintain food preparation, storage and service areas, prepare and serve food in a domestic setting, provide care for plants, provide care for pets apply basic financial literacy apply first aid, apply 5S procedures in accordance with the performance criteria and evidence guide described in the OS.

### **1.3. TVET-Program Training Outcomes**

The expected outputs of this program are the acquisition and implementation of the following units of competences:

**LSA DWR2 01 0322** Develop Self-Awareness and work in a Socially Diverse Workplace

**LSA DWR2 02 0322** Use Arabic Language to Communicate in a Domestic Work Setting

**LSA DWR2 03 0322** Use English Language to Communicate in a Domestic Work Setting

**LSA DWR2 04 0322** Clean and Maintain House in Domestic Setting

**LSA DWR2 05 0322** Wash and Iron Cloths, Linens and Fabrics

**LSA DWR2 06 0322** Clean, Sanitize and Maintain Food Preparation, Storage and Service Areas

**LSA DWR2 07 0322** Prepare and Serve Food in a Domestic Setting

**LSA DWR2 08 0322** Provide Care for Plants

**LSA DWR2 09 0322** Provide Care for Pets

**LSA DWR2 10 0322** Apply Basic Financial Literacy

**LSA DWR2 11 0322** Apply First Aid

**LSA DWR2 12 0322** Apply 5S Procedures

#### 1.4. Duration of the TVET-Program

The Program will have duration of **228 hours** including the on school/ Institution training and on-the-job practice or cooperative training time. Such cooperative training based on realities of the industry, nature of the occupation, location of the TVET institution, and other factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

S.no	Unit competency	TVET Institution Training		Cooperative Training	Total Hours	Remarks
		Theory	Practical			
1.	Develop self-awareness and work in a socially diverse workplace	6	6	0	12	
2.	Use Arabic language to communicate in a domestic work setting	9	9	0	18	
3.	Use English language to communicate in a domestic work setting	9	9	0	18	
4.	Clean and maintain house in domestic setting	9	14	9	32	
5.	Wash and iron cloths, linens and fabrics	9	14	9	32	
6.	Clean, sanitize and maintain food preparation, storage and service areas	7	10	7	24	
7.	Prepare and serve food in a domestic setting	9	14	9	32	
8.	Provide care for plants	3	5	4	12	
9.	Provide care for pets	3	5	4	12	
10.	Apply basic financial literacy	6	6	0	12	
11.	Apply first aid	3	5	4	12	
12.	Apply 5S procedures	3	5	4	12	
<b>Total Hours</b>		<b>76</b>	<b>102</b>	<b>50</b>	<b>228</b>	

#### 1.5. Qualification Level and Certification

Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is Level II.

The trainee can exit after successfully completing the modules in one level and will be awarded the equivalent institutional certificate on the level completed. However, only institutional certificate of training accomplishment will be awarded.

## 1.6. Target Groups

Any citizen **with or without disability** who meets the entry requirements under items 1.7 and capable of participating in the training activities is entitled to take part in the Program.

## 1.7 Entry Requirements

The prospective participants of this program are required to possess the requirements or directive of the **Ministry of Labor and Skills**.

## 1.8 Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of delivery is co-operative training. The time spent by the trainees in the real work place/ industry will give them enough exposure to the actual world of work and enable them to get hands-on experience.

The co-operative approach will be supported with school-based lecture-discussion, simulation and actual practice. These modalities will be utilized before the trainees are exposed to the industry environment.

Hence based on the nature of the occupation, location of the TVET institutions, and interest of the industry alternative mode of cooperative training such as apprenticeships, internship and traineeship will be employed. In addition, in the areas where industry is not sufficiently available the established production and service centers/learning factories in TVET institutions will be used as cooperative training places. The Training-Institution and identified companies have forged an agreement to co-operate with regard to the implementation of this program.

### 1.9. TVET-Program Structure

Unit of Competence	Module Code & Title	Training Outcomes	Duration (In Hours)
LSA DWR2 010322 Develop Self-Awareness and work in a Socially Diverse Workplace	LSA DWR2 01 0322 Developing Self-Awareness and working in a Socially Diverse Workplace	<ul style="list-style-type: none"> <li>• Explain emotions</li> <li>• Develop awareness of social and cultural differences</li> <li>• Demonstrate personal qualities and achievements</li> <li>• Work effectively with people from different cultures</li> </ul>	12
LSA DWR2 02 0322 Use Arabic Language to Communicate in a Domestic Work Setting	LSA DWR2 02 0322 Using Arabic Language to Communicate in a Domestic Work Setting	<ul style="list-style-type: none"> <li>• Use language effectively to communicate in a domestic workplace</li> <li>• Use language effectively to communicate in difficult situations</li> </ul>	18
LSA DWR2 03 0322 Use English Language to Communicate in a Domestic Work Setting	LSA DWR2 03 0322 Using English Language to Communicate in a Domestic Work Setting	<ul style="list-style-type: none"> <li>• Use language effectively to communicate in a domestic workplace</li> <li>• Use language effectively to communicate in difficult situations</li> </ul>	18
LSA DWR2 04 0322 Clean and Maintain House in Domestic Setting	LSA DWR2 04 0322 Cleaning and Maintaining House in Domestic Setting	<ul style="list-style-type: none"> <li>• Identify basic cleaning equipment and cleaning supplies</li> <li>• Identify and priorities work</li> <li>• Clean bedrooms</li> <li>• Clean living area</li> <li>• Clean bathrooms and toilet facilities</li> <li>• Pack and store cleaning agents and equipment</li> </ul>	32

Unit of Competence	Module Code & Title	Training Outcomes	Duration (In Hours)
LSA DWR2 05 0322 Wash and Iron Cloths, Linens and Fabrics	LSA DWR2 05 0322 Washing and Ironing Cloths, Linens and Fabrics	<ul style="list-style-type: none"> <li>• Identify and operate laundry equipment</li> <li>• Prepare for washing cloths</li> <li>• Complete laundering process</li> <li>• Iron laundered items</li> <li>• Pack and store ironed items</li> </ul>	32
LSA DWR2 06 0322 Clean, Sanitize and Maintain Food Preparation, Storage and Service Areas	LSA DWR2 06 0322 Cleaning, Sanitizing and Maintaining Food Preparation, Storage and Service Areas	<ul style="list-style-type: none"> <li>• Apply safe work practices to carry out work</li> <li>• Apply food safety practices in food preparation, service and storage areas</li> <li>• Clean and maintain food preparation, service and storage areas</li> <li>• Dispose food and garbage safely</li> </ul>	24
LSA DWR2 07 0322 Prepare and Serve Food in a Domestic Setting	LSA DWR2 07 0322 Preparing and Serving Food in a Domestic Setting	<ul style="list-style-type: none"> <li>• Identify and operate kitchen equipment</li> <li>• Prepare food and beverages</li> <li>• Complete post cooking clean up</li> <li>• Prepare dining area</li> <li>• Serve food and beverage</li> <li>• Clear and clean dining area</li> </ul>	32
LSA DWR2 08 0322 Provide Care for Plants	LSA DWR2 08 0322 Providing Care for Plants	<ul style="list-style-type: none"> <li>• Identify care for indoor plants</li> <li>• Identify equipment for caring plants</li> <li>• Provide care for indoor plants in a safe manner</li> </ul>	12

Unit of Competence	Module Code & Title	Training Outcomes	Duration (In Hours)
LSA DWR2 09 0322 Provide Care for Pets	LSA DWR2 09 0322 Providing Care for Pets	<ul style="list-style-type: none"> <li>• Clean and bathe pets</li> <li>• Feed pets</li> <li>• Maintain clean, safe and healthy domestic environment for pets</li> </ul>	12
LSA DWR2 10 0322 Apply Basic Financial Literacy	LSA DWR2 10 0322 Applying Basic Financial Literacy	<ul style="list-style-type: none"> <li>• Identify and develop finances</li> <li>• Apply appropriate techniques for mathematical calculation</li> <li>• Save extra income</li> </ul>	12
LSA DWR2 11 0322 Apply First Aid	LSA DWR2 11 0322 Applying First Aid	<ul style="list-style-type: none"> <li>• Assess the situation</li> <li>• Recognize and respond to signs of potential illness</li> <li>• Respond to emergencies and accidents</li> <li>• Apply basic first aid techniques</li> <li>• Communicate details of the incident</li> </ul>	12
LSA DWR2 12 0322 Apply 5S Procedures	LSA DWR2 12 0322 Applying 5S Procedures	<ul style="list-style-type: none"> <li>• Prepare for work.</li> <li>• Sort items.</li> <li>• Set all items in order.</li> <li>• Perform shine activities.</li> <li>• Standardize 5S.</li> <li>• Sustain 5S.</li> </ul>	12

\*The time duration (Hours) indicated for the module should include all activities in and out of the TVET institution.



### 1.10 Institutional Assessment

Two types of evaluation will be used in determining the extent to which training outcomes are achieved. The specific training outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The *formative assessment* is incorporated in the training modules and form part of the training process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining training outcomes. It identifies the specific training errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

*Summative Evaluation* the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term of institutional Assessment implementation guidelines..

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation.

### 1.11 TVET Teachers Profile

The teachers conducting this particular TVET Program are B Level and above who have satisfactory practical experiences or equivalent qualifications.

<b>LEARNING MODULE 01</b>	
TVET-PROGRAMME TITLE: <b>Domestic Work Level II</b>	
MODULE TITLE: <b>Developing Self-Awareness and working in a Socially Diverse Workplace</b>	
MODULE CODE: <b>LSA DWR2 M01 0322</b>	
NOMINAL DURATION: <b>12 Hours</b>	
<p><b>MODULE DESCRIPTION:</b> This module describes the knowledge, skills and attitude required to develop self-awareness and work in a socially diverse environment to work along with people having different ethnic background and diversified cultural practices in the workplace.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1. Explain emotions</b></p> <p><b>LO2. Develop awareness of social and cultural differences</b></p> <p><b>LO3. Demonstrate personal qualities and achievements</b></p> <p><b>LO4. Work effectively with people from different cultures</b></p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Explain emotions</b></p> <p>1.1. Describing emotional influence, situations and events</p> <p>1.2. Explaining Effects of emotional responses to behavior</p> <p>1.3. Consequences of emotional responses</p> <p><b>LO2. Develop awareness of social and cultural differences</b></p> <p>2.1. Identifying social and cultural differences</p> <p>2.2. Handling socio-cultural differences</p> <p><b>LO3. Demonstrate personal qualities and achievements.</b></p> <p>3.1. Describing personal strengths, challenges and skills for development</p> <p>3.2. Developing sense of personal abilities</p> <p>3.3. Personal characteristics and effectiveness</p> <p><b>LO4. Work effectively with people from different cultures</b></p> <p>4.1. Recognizing and respecting employer and co-workers</p> <p>4.2. Manners and acceptable social behaviors and food customs</p> <p>4.3. Attempts to overcome language barriers</p>	

<b>LEARNING METHODS:</b>
<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Group discussion</li> <li>• Exercise</li> <li>• Individual assignment</li> </ul>
<b>ASSESSMENT METHODS:</b>
<ul style="list-style-type: none"> <li>• Interview</li> <li>• Written test</li> <li>• Demonstration/Observation</li> </ul>

\*The inclusive learning method indicated for each module or a program is annexed at the end of this document and trainers should customize the learning at time of training learning method depends on the modules it needs .

<b>ASSESSMENT CRITERIA:</b>
<b>LO1. Explain emotions</b>
<ul style="list-style-type: none"> <li>• Influence, situations and events that people have for self are described.</li> <li>• Effects of emotional responses to behavior are explained.</li> <li>• Influence and consequences of emotional responses in a learning, social and work-related contexts are examined</li> </ul>
<b>LO2. Develop awareness of social and cultural differences</b>
<ul style="list-style-type: none"> <li>• Social and cultural differences in the workplace and their implications for self as a domestic worker are identified.</li> <li>• Strategies to mitigate socio-cultural differences in a domestic work setting are identified.</li> </ul>
<b>LO3. Demonstrate personal qualities and achievements.</b>
<ul style="list-style-type: none"> <li>• Personal strengths, challenges and skills for development are described.</li> <li>• Sense of personal abilities is developed.</li> <li>• Assessment of own abilities and sense of self-knowledge and self-confidence are developed.</li> <li>• Learning, and personal characteristics that contribute or limit effectiveness are identified and evaluated.</li> <li>• Emotional states, needs and perspectives are interpreted.</li> </ul>
<b>LO4. Work effectively with people from different cultures</b>
<ul style="list-style-type: none"> <li>• Communication is established with clients (employer) and co-workers from diverse</li> </ul>

backgrounds in a manner that recognizes and respects both parties.

- Awareness of socio-cultural differences, including differences in manners and acceptable social behaviors and food customs is demonstrated.
- Attempts are made to overcome language barriers.
- Cross-cultural misunderstandings are dealt with sensitively and in awareness of the varying backgrounds people come from.
- Attempts are made to overcome discriminatory practices.

## Annex: Resource Requirements

LSAD WR2 M01 0322 : Developing Self-Awareness and Working in a Socially Diverse Workplace				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A. Learning Materials</b>				
1.	TTLM	TTTLM prepared by the trainer	25	1:1
<b>2. Reference Books</b>				
2.1.	The Self-Aware Universe: How Consciousness Creates the Material World (Amit Goswami)	Book procured by the institute	5	1:5
2.2.	Alchemy 365: A Self-Awareness Workbook (Brenda Light feather Marroy)	Book procured by the institute	5	1:5
2.3.	Self-Awareness: The Hidden Driver of Success and Satisfaction (Travis Bradberry)	Book procured by the institute	5	1:5
2.4.	Self-Aware: A Guide for Success in Work and Life (Robert Pasick and Dunrie Greiling)	Book procured by the institute	5	1:5
2.5.	Handbook of Workplace Diversity (Alison M Konrad, Pushkala Prasad and Judith Pringle)	Book procured by the institute	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1.	Lecture hall, Class room		1	1:25
2.	Internet, Wi-Fi	4G and High speed access	1	1:25
3.	Video, computer or laptop	8GB RAM, High Storage capacity	1	1:25
4.	Projector	SD cards, HDMI, VGA and AV compatibility	1	1:25
5.	Table and chair	Standard	25	1:1
<b>C. Consumable Materials</b>				
1.	Marker	White board, push button type	3	3:25
2.	Paper	A4, 80gm	100	4:1
3.	Pen	Ball point	1	1:25
4.	Flip chart	A2 size	1	1:25

<b>LEARNING MODULE 02</b>	
TVET-PROGRAMME TITLE: <b>Domestic Work Level II</b>	
MODULE TITLE: <b>Using Arabic Language to Communicate in a Domestic Work Setting</b>	
MODULE CODE: <b>LSA DWR2 M02 0322</b>	
NOMINAL DURATION: <b>18 Hours</b>	
<b>MODULE DESCRIPTION:</b> This module describes the knowledge, skills and attitude required to communicate Arabic language in a domestic work related environment..	
<b>LEARNING OUTCOMES</b> At the end of the module the trainee will be able to: <b>LO1. Use language effectively to communicate in a domestic workplace</b> <b>LO2. Use language effectively to communicate in difficult situations</b>	
<b>MODULE CONTENTS:</b>  <b>LO1. Use language effectively to communicate in a domestic workplace</b> 1.1. Basic communication skills in Arabic language 1.1.1. Listening skills 1.1.2. Speaking skills 1.1.3. Gesture and culture in communication 1.1.4. Common words for communication 1.2. Communications 1.2.1. Greetings 1.2.2. Practising greetings in a role play 1.2.3. Self-introducing 1.2.4. Practising self-introducing in a role play  <b>LO2. Use language effectively to communicate in difficult situations</b> 2.1. Requests for assistance 2.1.1. Listening requests 2.1.2. Responding requests 2.2. Handle difficult situation 2.2.1. Asking for apologies for anger and mistakes 2.2.2. Eexpressions of regret and disclosing wrong happenings	

<b>LEARNING METHODS:</b>
<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Group discussion</li> <li>• Exercise</li> <li>• Individual assignment</li> </ul>
<b>ASSESSMENT METHODS:</b>
<ul style="list-style-type: none"> <li>• Interview</li> <li>• Written test</li> <li>• Demonstration/Observation</li> </ul>

\*The inclusive learning method indicated for each module or a program is annexed at the end of this document and trainers should customize the learning at time of training learning method depends on the modules it needs .

<b>ASSESSMENT CRITERIA:</b>
<b>LO1. Use language effectively to communicate in a domestic workplace</b>
<ul style="list-style-type: none"> <li>• Arabic language is used to meet basic communication needs within a domestic setting.</li> <li>• All communications are repeated, paraphrased and clarified as necessary to avoid misunderstanding and to explain difficult points.</li> </ul>
<b>LO2. Use language effectively to communicate in difficult situations</b>
<ul style="list-style-type: none"> <li>• Need for assistance is identified and sought from others in order to better respond to the situation or problems.</li> <li>• Appropriate apologies and expressions of regret, specific to language and culture are conveyed for the difficult situation.</li> </ul>

**Annex: Resource Requirements**

<b>LSAD WR2 M02 0322: Using Arabic Language to Communicate in a Domestic Work Setting</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	<b>Reference Books</b>			
2.1.	Arabic: The Ultimate Beginners Learning Guide: Master the Fundamentals of the Arabic Language (AAbis Johnson)	Book procured by the institute	5	1:5
2.2.	Salamaat! Learning Arabic with Ease: Learn the Building Blocks of Modern Standard Arabic (Hezi Brosh)	Book procured by the institute	5	1:5
2.3.	Learn Arabic in 30 Days (N.S.R. Ganthe)	Procured by the institute	5	1:5
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
1.	Lecture hall, Class room	Standard	1	1:25
2.	Internet, Wi-Fi	4G and High speed access	1	1:25
3.	Video, computer or laptop	8GB RAM, High Storage capacity	1	1:25
4.	Projector	SD cards, HDMI, VGA and AV compatibility	1	1:25
5.	Table and chair	Standard	25	1:1
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1.	Marker	White board, push button type	3	3:25
2.	Paper	A4, 80gm	100	4:1
3.	Pen	Ball point	1	1:25
4.	Flip chart	A2 size	1	1:25



<b>LEARNING MODULE 03</b>	
TVET-PROGRAMME TITLE: <b>Domestic Work Level II</b>	
MODULE TITLE: <b>Using English Language to Communicate in a Domestic Work Setting</b>	
MODULE CODE: <b>LSA DWR2 M03 0322</b>	
NOMINAL DURATION: <b>18 Hours</b>	
<b>MODULE DESCRIPTION:</b> This module describes the knowledge, skills and attitude required to communicate English in a domestic work related environment.	
<b>LEARNING OUTCOMES</b>	
At the end of the module the trainee will be able to:	
<b>LO1. Use language effectively to communicate in a domestic workplace</b>	
<b>LO2. Use language effectively to communicate in difficult situations</b>	
<b>MODULE CONTENTS:</b>	
<b>LO1. Use language effectively to communicate in a domestic workplace</b>	
1.1. Basic communication skills in English language	
1.1.1. Listening skills	
1.1.2. Speaking skills	
1.1.3. Gesture and culture in communication	
1.1.4. Common words for communication	
1.2. Communications	
1.2.1. Greetings	
1.2.2. Practising greetings in a role play	
1.2.3. Self-introducing	
1.2.4. Practising self-introducing in a role play	
<b>LO2. Use language effectively to communicate in difficult situations</b>	
2.1. Requests for assistance	
2.1.1. Listening requests	
2.2.1. Responding requests	
2.2. Handle difficult situation	
2.2.1. Asking for apologies for anger and mistakes	
2.2.3. Expressions of regret and disclosing wrong happenings	

<p><b>LEARNING METHODS:</b></p> <ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Group discussion</li> <li>• Exercise</li> <li>• Individual assignment</li> </ul>
<p><b>ASSESSMENT METHODS:</b></p> <ul style="list-style-type: none"> <li>• Interview</li> <li>• Written test</li> <li>• Demonstration/Observation</li> </ul>

\*The inclusive learning method indicated for each module or a program is annexed at the end of this document and trainers should customize the learning at time of training learning method depends on the modules it needs .

<p><b>ASSESSMENT CRITERIA:</b></p> <p><b>LO1. Use language effectively to communicate in a domestic workplace</b></p> <ul style="list-style-type: none"> <li>• English language is used to meet basic communication needs within a domestic setting.</li> <li>• All communications are repeated, paraphrased and clarified as necessary to avoid misunderstanding and to explain difficult points.</li> </ul> <p><b>LO2. Use language effectively to communicate in difficult situations</b></p> <ul style="list-style-type: none"> <li>• Need for assistance is identified and sought from others in order to better respond to the situation or problems.</li> <li>• Appropriate apologies and expressions of regret, specific to language and culture are conveyed for the difficult situations.</li> </ul>
--

**Annex: Resource Requirements**

<b>LSAD WR2 M03 0322: Using English Language to Communicate in a Domestic Work Setting</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	<b>Reference Books</b>			
2.1.	Basic Grammar in Use Student's Book with Answers (William R. Smalzer, Joseph Haple, Raymond Murphy)	Procured by the institute	5	1:5
2.2	Preston Lee's Beginner English Lesson 1 (Matthew Preston, Kevin Lee)	Procured by the institute	5	1:5
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
1.	Lecture hall, Class room	Standard	1	1:25
2.	Internet, Wi-Fi	4G and High speed access	1	1:25
3.	Video, computer, laptop	8GB RAM, High Storage capacity	1	1:25
4.	Projector	SD cards, HDMI, VGA and AV compatibility	1	1:25
5.	Table and chair	Standard	25	1:1
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1.	Marker	White board, push button type	3	3:25
2.	Paper	A4, 80gm	100	4:1
3.	Pen	Ball point	1	1:25
4.	Flip chart	A2 size	1	1:25

<b>LEARNING MODULE 04</b>	
TVET-PROGRAMME TITLE: <b>Domestic Work Level II</b>	
MODULE TITLE: <b>Clean and Maintain House in Domestic Setting</b>	
MODULE CODE: <b>LSA DWR2 M04 0322</b>	
NOMINAL DURATION: <b>32 Hours</b>	
<p><b>MODULE DESCRIPTION:</b> This module identifies the knowledge and skills required to clean and maintain bedroom, living areas, bathrooms and toilets in a domestic work setting.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1. Identify basic cleaning equipment and cleaning supplies</b></p> <p><b>LO2. Identify and priorities work</b></p> <p><b>LO3 Clean bedrooms</b></p> <p><b>LO4. Clean living area</b></p> <p><b>LO5. Clean bathrooms and toilet facilities</b></p> <p><b>LO6. Pack and store cleaning agents and equipment</b></p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Identify basic cleaning equipment and cleaning supplies</b></p> <p>1.1. Knowing about the types of tasks.</p> <p>1.2. Identifying the basic cleaning equipment.</p> <p>1.3. Identifying cleaning supplies and agents to perform cleaning.</p> <p><b>LO2. Identify and priorities work</b></p> <p>2.1. Identify tasks</p> <p>2.2. Prioritizing tasks</p> <p><b>LO-3 Clean bedrooms</b></p> <p>3.1. identifying and wear Appropriate Personal Protective Equipment (PPE)</p> <p>2.2. Clean and vacuum floor surfaces and carpets</p> <p>2.3. Cleaning furniture and fixtures.</p> <p>2.4. making Beds and cots and replacing dirty beddings and linens</p>	

**LO4. Clean living area**

- 4.1. Cleaning and vacuuming floor surfaces and carpets
- 4.2. Cleaning upholstery, furniture and fixtures

**LO5. Clean bathrooms and toilet facilities**

- 5.1. Cleaning all surfaces, fixtures and fittings.
- 5.2. Cleaning and, disinfecting Basin, toilets, bidet, shower and bathing areas.
- 5.3. Damaged or broken surfaces, fixtures and fittings are reported to employer

**LO6. Pack and store cleaning agents and equipment**

- 6.1. Disposing Dirt, waste and spoilage hygienically.
- 6.2. Placing cleaning equipment in their designated place
- 6.3. Replenishing cleaning agents and supplies where necessary

**LEARNING METHODS:**

- Lecture-discussion
- Demonstration
- Group discussion
- Exercise
- Individual assignment

**ASSESSMENT METHODS:**

- Interview
- Written test
- Demonstration/Observation

\*The inclusive learning method indicated for each module or a program is annexed at the end of this document and trainers should customize the learning at time of training learning method depends on the modules it needs.

**ASSESSMENT CRITERIA:**

**LO1. Identify basic cleaning equipment and cleaning supplies**

- Awareness is developed about the types of tasks that are performed using household equipment
- The basic cleaning equipment that needs to be operated are identified.
- Cleaning supplies and agents are identified and collected to perform cleaning.

**LO2. Identify and priorities work**

- Task requirements are identified in accordance with job role/description and

required standard.

- Tasks are prioritised to ensure efficient and effective use of time and resources.
- Priorities and deadlines are discussed and agreed with others.

**LO3 Clean bedrooms**

- Appropriate Personal Protective Equipment (PPE) relevant to cleaning tasks are identified and worn.
- Floor surfaces are cleaned and carpets are vacuumed where necessary.
- Furniture and fixtures are cleaned using appropriate methods and cleaning supplies.
- Beds and cots are made and dirty beddings and linens are replaced

**LO4. Clean living area**

- Floor surfaces are cleaned and carpets are vacuumed where necessary.
- Furniture and fixtures are cleaned using appropriate methods and cleaning supplies.
- Upholstery is cleaned using appropriate and safe methods and cleaning supplies.

**LO5. Clean bathrooms and toilet facilities**

- All surfaces, fixtures and fittings are cleaned and free of excess moisture.
- Basin, toilets, bidet, shower and bathing areas are cleaned, disinfected and free from debris.
- Damaged or broken surfaces, fixtures and fittings are reported to employer

**LO6. Pack and store cleaning agents and equipment**

- Dirt, waste and spoilage from cleaning task are disposed and hygienically and in an environmentally conscious manner.
- Cleaning equipment is cleaned, dried, checked and stored in their designated place.
- Cleaning agents and supplies are replenished where necessary.

**Annex: Resource Requirements**

<b>LSAD WR2 M04 0322: Cleaning and Maintaining House in Domestic Setting</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
<b>2. Reference Books</b>				
2.1	30 Days to a Clean and Organized House (Katie Berry)	Procured by the institute	5	1:5
2.2	Clean Your House Like a Pro (Grace Burke)	Procured by the institute	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1.	Lecture hall, Class room	Standard	1	1:25
2.	Well organized laboratory	Standard	1	1:25
3.	Internet, Wi-Fi	4G and High speed access	1	1:25
4.	Video, computer, laptop	8GB RAM, High Storage capacity	1	1:25
5.	Projector	SD cards, HDMI, VGA and AV compatibility	1	1:25
6.	Table and chair	Standard	25	1:1
<b>C. Consumable Materials</b>				
1.	Marker	White board, push button type	3	3:25
2.	Paper	A4, 80gm	100	4:1
3.	Pen	Ball point	1	1:25
4.	Flip chart	A2 size	1	1:25
5.	Window cleaner	Standard	5	1:5
6.	Cleaning chemical	Standard	5	1:5
7.	Detergent (dry, liquid and powder)	Standard	5	1:5
8.	Sanitizer	Standard	5	1:5
9.	Air freshener	Standard	5	1:5

<b>D.</b>	<b><i>Tools and Equipment's</i></b>			
1.	Vacuum cleaner	Standard	1	1:25
2.	Broom	Standard	5	1:5
3.	Bucket	Standard	5	1:5
4.	Towel	Standard	5	1:5
5.	Duster	Standard	5	1:5
6.	Scraper	Standard	5	1:5
7.	Dust bin	Standard	5	1:5
8.	Mop	Standard	5	1:5
9.	Cobweb remover	Standard	3	3:25
10.	Squeegee	Standard	1	1:25



<b>LEARNING MODULE 05</b>	
TVET-PROGRAMME TITLE: <b>Domestic Work Level II</b>	
MODULE TITLE: <b>Washing and Ironing Cloths, Linens and Fabrics</b>	
MODULE CODE: <b>LSA DWR2 M05 0322</b>	
NOMINAL DURATION: <b>32 Hours</b>	
<b>MODULE DESCRIPTION:</b> This module describes the knowledge, skills and attitude required to sort, wash and iron cloths, linens and fabrics appropriately in a domestic setting.	
<b>LEARNING OUTCOMES</b>	
At the end of the module the trainee will be able to:	
<b>LO1. Identify and operate laundry equipment</b>	
<b>LO2. Prepare for washing cloths</b>	
<b>LO3. Complete laundering process</b>	
<b>LO4. Iron laundered items</b>	
<b>LO5. Pack and store ironed items</b>	
<b>MODULE CONTENTS:</b>	
<b>LO1. Identify and operate laundry equipment</b>	
1.1. Defining laundry	
1.2. Types of laundry equipment	
1.3. Identifying parts and functions of laundry equipment	
1.4. Operating laundry equipment	
<b>LO2. Prepare for washing cloths</b>	
2.1. Sorting clothes	
2.2. Selecting washing supplies	
2.3. Stains and applying stain removal	
<b>LO3. Complete laundering process</b>	
3.1. Arrange washing machine	
3.2. Loading laundry machine	
<b>3.3. Wash clothes according to temperature and time</b>	
3.4. Unload and Drain water	
<b>LO4. Iron laundered items</b>	

- 4.1. Sorting clothes for ironing
- 4.2. Types and parts of ironing machine
- 4.3. Ironing bed and its use
- 4.4. Iron clothes

**LO5. Pack and store ironed items**

- 5.1. Identifying clothes for folding
- 5.2. Folding clothes
- 5.3. Storing clothes

**LEARNING METHODS:**

- Lecture-discussion
- Demonstration
- Group discussion
- Exercise
- Individual assignment

**ASSESSMENT METHODS:**

- Interview
- Written test
- Demonstration/Observation

\*The inclusive learning method indicated for each module or a program is annexed at the end of this document and trainers should customize the learning at time of training learning method depends on the modules it needs .

**ASSESSMENT CRITERIA:**

**LO1. Identify and operate laundry equipment**

- Awareness is developed about the types of tasks that are performed using laundry equipment
  - The laundry equipment that needs to be operated are identified.
  - Equipment are safely connected to the power supply.
  - Equipment are operated safely in accordance with manufacturer's instructions.
- Communications

**LO2. Prepare for washing cloths**

- Soiled cloths, linens and fabrics are sorted according to required cleaning process and urgency of use.
- Appropriate laundry equipment, cleaning agents and supplies are selected based on the type and manufacturer instructions relevant to cloths, linens and fabrics to be

washed.

- Clothes, linens and fabrics are checked for stains and stains are treated using the correct procedure

### **LO3. Complete laundering process**

- Laundry equipment is operated and cloths, linens and fabrics safely laundered and according to instructions.
- Laundered cloths, linens and fabrics are sun dried/ machine dried, and is free from dirt and odour.
- Laundry area is cleaned and supplies and agents are stored in their designated place. Laundry supplies and agents are replenished where necessary.

### **LO4. Iron laundered items**

- Washed items are sorted according to their type and the order of ironing.
- Ironing equipment is checked for cleanliness and visible damage.
- Temperature on ironing equipment is set according to the type of fabric.
- The items of clothing are checked for spots, stains and visible cleanliness before ironing.
- Laundered items are ironed in a safe manner.

### **LO5. Pack and store ironed items**

- The quality of ironed items is checked.
- Laundered items are folded, packed and stored in their designated places/cabinets.

**Annex: Resource Requirements**

<b>LSAD WR2 M05 0322: Washing and Ironing Cloths, Linens and Fabrics</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTTLM prepared by the trainer	25	1:1
2.	<b>Reference Books</b>			
2.1.	Laundry: The Home Comforts Book of Caring for Clothes and Linens Paperback (Cheryl Mendelson)	Procured by the institute	5	1:5
2.2.	The Chemistry of Ironing (Mark Lorch)	Procured by the institute	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1.	Lecture hall, Class room	Standard	1	1:25
2.	Well organized laboratory	Standard	1	1:25
3.	Internet, Wi-Fi	4G and High speed access	1	1:25
4.	Video, computer or laptop	8GB RAM, High Storage capacity	1	1:25
5.	Projector	SD cards, HDMI, VGA and AV compatibility	1	1:25
6.	Table and chair	Standard	25	1:1
<b>C. Consumable Materials</b>				
1.	Marker	White board, push button type	3	3:25
2.	Paper	A4, 80gm	100	4:1
3.	Pen	Ball point	1	1:25
4.	Flip chart	A2 size	1	1:25
5.	Detergents (A,B,C)	Standard	5	1:5
<b>D. Tools and Equipment</b>				
1.	Table	Standard	5	1:5
2.	Laundry machine	Automatic	1	1:25
3.	Ironing machine	Steam	2	2:25

4.	Ironing bed	Standard	2	2:25
5.	Closet	Standard	1	1:25
6.	Hanger	Standard	6	6:25

<b>LEARNING MODULE 06</b>	
TVET-PROGRAMME TITLE: <b>Domestic Work Level II</b>	
MODULE TITLE: <b>Cleaning, Sanitizing and Maintaining Food Preparation, Storage and Service Areas</b>	
MODULE CODE: <b>LSA DWR2 M06 0322</b>	
NOMINAL DURATION: <b>24 Hours</b>	
<b>MODULE DESCRIPTION:</b> This module describes the knowledge, skills and attitude required to clean, sanitize and maintain food preparation, storage and service areas within a household where food is cooked, served and stored.	
<b>LEARNING OUTCOMES</b>	
At the end of the module the trainee will be able to:	
<b>LO1. Apply safe work practices to carry out work</b>	
<b>LO2. Apply food safety practices in food preparation, service and storage areas</b>	
<b>LO3. Clean and maintain food preparation, service and storage areas</b>	
<b>LO4. Dispose food and garbage safely</b>	
<b>MODULE CONTENTS:</b>	
<b>LO1. Apply safe work practices to carry out work</b>	
<ul style="list-style-type: none"> <li>1.1. Occupational, health and safety</li> <li>1.2. Types of hazards</li> <li>1.3. Fire-safety equipment and their uses</li> <li>1.4. Prevention of hazards</li> </ul>	
<b>LO2. Apply food safety practices in food preparation, service and storage areas</b>	
<ul style="list-style-type: none"> <li>2.1. Food safety</li> <li>2.2. Food cold chain</li> <li>2.3. Personal hygiene</li> </ul>	
<b>LO3. Clean and maintain food preparation, service and storage areas</b>	
<ul style="list-style-type: none"> <li>3.1. Cleaning equipment</li> <li>3.2. Cleaning methods</li> <li>3.3. Cleaning agents and supplies</li> <li>3.4. Types of surfaces and cleaning procedures</li> <li>3.5. Cleaning utensils, cutlery and cooking equipment</li> <li>3.6. Storing utensils, cutlery and cooking equipment</li> </ul>	

#### **LO4. Dispose food and garbage safely**

- 4.1. Types of wastes
- 4.2. Segregating garbage
- 4.3. Disposing wastes

#### **LEARNING METHODS:**

- Lecture-discussion
- Demonstration
- Group discussion
- Exercise
- Individual assignment

#### **ASSESSMENT METHODS:**

- Interview
- Written test
- Demonstration/Observation

\*The inclusive learning method indicated for each module or a program is annexed at the end of this document and trainers should customize the learning at time of training learning method depends on the modules it needs.

#### **ASSESSMENT CRITERIA:**

##### **LO1. Apply safe work practices to carry out work**

- Safe work practices, procedures and instructions are followed in performing domestic work.
- Hazards and emergency situations relevant to domestic work are identified and preventive/corrective measures applied where possible.
- Fire-safety equipment and exit points are identified.

##### **LO2. Apply food safety practices in food preparation, service and storage areas**

- Food safety procedures in areas within the household where food is prepared, served and stored are identified.
- Components of food safety are identified, planned and standard of performance clarified with relevant people.
- Appropriate Personal Protective Equipment (PPE) and clean clothes are selected and worn.
- Correct personal hygiene practices relevant to handling and storing food are identified and followed.

**LO3. Clean and maintain food preparation, service and storage areas**

- Relevant cleaning equipment and methods are identified.
- Cleaning agents and supplies appropriate for the task are identified.
- Cleaning surfaces and equipment are identified.
- Utensils, cutlery and cooking equipment are cleaned and kept free from grease, dirt and unpleasant odours.
- Washed utensils, cutlery and cooking equipment are dried and stored in appropriate shelves and cabinets.
- Floor, surfaces, kitchen tops and cooking area are cleaned and dried.
- Shelves and cabinets in the storage area are checked for waste, expired and unhygienic food ingredients, condiments and spices.
- Used utensils and cutlery are removed from serving area for cleaning.
- Soiled linen/towel, mats, napkin and serviettes are removed.

**LO4. Dispose food and garbage safely**

- Foodstuffs identified for disposal are kept in a designated area or container.
- Other waste and spoilage is cleaned or kept in appropriate containers for disposal
- Food stuffs and garbage are disposed of promptly and safely.



**Annex: Resource Requirements**

<b>LSAD WR2 M06 0322: Cleaning, Sanitizing and Maintaining Food Preparation, Storage and Service Areas</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	TTTLM prepared by the trainer	25	1:1
2.	<b>Reference Books</b>			
2.1.	Hygiene and sanitation handbook	Procured by the institute	5	1:5
2.2.	Food Safety, Sanitation, and Personal Hygiene (The BC Cook Articulation Committee)	Procured by the institute	5	1:5
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
1.	Lecture hall, Class room	Standard	1	1:25
2.	Well organized laboratory	Standard	1	1:25
3.	Internet, Wi-Fi	4G and High speed access	1	1:25
4.	Video, computer or laptop	8GB RAM, High Storage capacity	1	1:25
5.	Projector	SD cards, HDMI, VGA and AV compatibility	1	1:25
6.	Table and chair	Standard	25	1:1
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1.	Detergents (A,B,C)	Standard	5	1:5
2.	Napkin	Standard	5	1:5
3.	Plastic bags	Standard	25	1:1
4.	Marker	White board, push button type	3	3:25
5.	Paper	A4, 80gm	100	4:1
6.	Pen	Ball point	1	1:25
7.	Flip chart	A2 size	1	1:25
8.	Sanitizers	Standard	5	1:5
<b>D.</b>	<b><i>Tools and Equipment</i></b>			

1.	Vacuum cleaner	Standard	1	1:25
2.	Mop	Standard	5	1:5
3.	Wringer	Standard	5	1:5
4.	Duster	Standard	5	1:5
5.	Bucket	Standard	5	1:5
6.	Sweeper	Standard	5	1:5
7.	Dust pan	Standard	5	1:5
8.	Squeegee	Standard	5	1:5
9.	Cobweb remover	Standard	5	1:5
10.	Towel	Standard	5	1:5
11.	Bins	Standard	4	4:25

<b>LEARNING MODULE 07</b>	
TVET-PROGRAMME TITLE: <b>Domestic Work Level II</b>	
MODULE TITLE: <b>Preparing and Serving Food in a Domestic Setting</b>	
MODULE CODE: <b>LSA DWR2 M07 0322</b>	
NOMINAL DURATION: <b>32 Hours</b>	
<p><b>MODULE DESCRIPTION</b> ; This module describes the knowledge, skills and attitude required to organize, prepare and serve food according to menus to meet client's preference and requirements in a domestic setting.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1. Identify and operate kitchen equipment</b></p> <p><b>LO2. Prepare food and beverages</b></p> <p><b>LO3. Complete post cooking clean up</b></p> <p><b>LO4. Prepare dining area</b></p> <p><b>LO5. Serve food and beverage</b></p> <p><b>LO6. Clear and clean dining area</b></p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Identify and operate kitchen equipment</b></p> <p>1.1. Identifying Kitchen equipment</p> <p>1.2. Operate equipment</p> <p>1.3. Types of tasks performed using kitchen equipment</p> <p><b>LO-2 Prepare food and beverages</b></p> <p>2.1. Identifying Menu items</p> <p>2.2. Preparing food with appropriate cooking method</p> <p>2.3. Preparing Beverages</p> <p><b>LO3. Complete post cooking clean up</b></p> <p>3.1. Cleaning, drying and storing equipment and utensils</p> <p>3.2. Storing raw materials and ingredients</p> <p>3.3. Replenish raw materials</p> <p><b>LO4. Prepare dining area</b></p> <p>4.1. Ensuring cleanliness of dining area</p>	

- 4.2. Checking furniture for safety, comfort and cleanliness
- 4.3. Setting and adjusting dining environment.
- 4.4. Selecting utensils, glassware, cutlery and table

**LO5. Serve food and beverage**

- 5.1. Arranging Sauces, garnishes and condiments.
- 5.2. Checking presentation and accuracy of food and beverage
- 5.3. Serving Food and beverage

**LO6. Clear and clean dining area**

- 6.1. Clearing leftover food and used utensils and cutlery from the dining table
- 6.2. Cleaning dining area

**LEARNING METHODS:**

- Lecture-discussion
- Demonstration
- Group discussion
- Exercise
- Individual assignment

**ASSESSMENT METHODS:**

- Interview
- Written test
- Demonstration/Observation

\*The inclusive learning method indicated for each module or a program is annexed at the end of this document and trainers should customize the learning at time of training learning method depends on the modules it needs .

**ASSESSMENT CRITERIA:**

**LO1 Identify and operate kitchen equipment**

- Kitchen equipment that needs to be operated is identified.
- Awareness is developed about the types of tasks that are performed using kitchen equipment
- Equipment is safely connected to the power supply.
- Equipment is operated safely in accordance with manufacturer's instructions.

**LO2. Prepare food and beverages**

- Menu items are identified and prepared using appropriate ingredients.
- Food is prepared using appropriate cooking method

- Beverages are prepared according to requirements.

### **LO3.Complete post cooking clean up**

- Equipment and utensils used for preparing the food is cleaned, dried and stored in appropriate location.
- .Raw materials and ingredients are stored appropriately.
- Raw materials and ingredients are replenished where necessary.

### **LO4. Prepare dining area**

- Cleanliness of dining area is ensured.
- Furniture in the dining area is checked for safety, comfort and cleanliness.
- Dining environment is set and adjusted to ensure comfort and ambience.
- Utensils, glassware, cutlery and table appointments are selected for use.

### **LO5.Serve food and beverage**

- Sauces, garnishes and condiments are arranged on the table.
- Food and beverage prepared for serving are collected from the kitchen and checked for presentation and accuracy.
- Food and beverage items are served in appropriate manner.

### **LO6 .Clear and clean dining area**

- Leftover food and used utensils and cutlery are cleared from the dining table.
- Dining area is cleaned properly.

**Annex: Resource Requirements**

<b>LSAD WR2 M07 0322: Preparing and Serving Food in a Domestic Setting</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	<b>Reference Books</b>			
2.1.	How to Cook Everything the Basics (Mark Bittman)	Procured by the institute	5	1:5
2.2.	The Professional Chef	Procured by the institute	5	1:5
2.3.	Food and Beverage Service: Skills and Techniques (Jagmohan Negi)	Procured by the institute	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1.	Lecture hall, Class room	Standard	1	1:25
2.	Well organized kitchen and restaurant	Standard	1	1:25
3.	Internet , Wi-Fi	4G and High speed access	1	1:25
4.	Video	8GB RAM, High Storage capacity	1	1:25
5.	Laptop	8GB RAM, High Storage capacity	1	1:25
6.	Projector	SD cards, HDMI, VGA and AV compatibility	25	1:1
<b>C. Consumable Materials</b>				
1.	Cheese, tuna, chicken, meat	Fresh 100 g per recipe	25	1:1
2.	Vegetables such as tomato, onion, potato cucumber, carrot ,cabbage, lettuce garlic, leek, celery, beans	Fresh 100 g per recipe	25	1:1
3.	Rice, pasta, macaroni, flour	Fresh 100 g per recipe	25	1:1
4.	Fruits such as mango, orange, banana, papaya, watermelon, pine apple	Fresh 100 g per recipe	25	1:1

5.	Cereals such as chick pea, beans, peas, oat	Fresh 100 g per recipe	25	1:1
6.	Egg	Fresh 2 pcs per recipe	25	1:1
7.	Cleaning chemical	Standard	5	1:5
8.	Detergent (dry, liquid and powder)	Standard	5	1:5
9.	Sanitizer	Standard	5	1:5
<b>D.</b>	<b><i>Tools and Equipment's</i></b>			
1.	Coffee grinder	Standard Household	1	1:25
2	Grill	Standard Household	1	1:25
3	Dishwasher	Standard Household	1	1:25
4	Freezer and refrigerator	Standard Household	1	1:25
5	Microwave oven	Standard Household	1	1:25
6	Toasters	Standard Household	1	1:25
7	Blenders	Standard Household	1	1:25
8	Mixers and food processors	Standard Household	1	1:25
9	Electric kettles and coffee makers	Standard Household	1	1:25
10	Knives	Standard Household	1	1:25
11	Openers	Standard Household	1	1:25
12	Cutleries (Forks, Spoons, etc.)	Standard	12	12:25
13	Glasses	Standard	12	12:25
14	Table and chair	Standard	25	1:1
15	Cup and saucer	Standard	12	12:25
16	Glasses	Standard	12	12:25
17	Silver tray	Standard	12	12:25
18	Napkin and table cloth /linen	Standard	12	12:25
19	Cutleries	Standard	12	12:25
20	Water Jug	Standard	5	1:5
21	Plate	Standard	12	12:25

<b>LEARNING MODULE 08</b>
TVET-PROGRAMME TITLE: <b>Domestic Work Level II</b>
MODULE TITLE: <b>Providing Care for Plants</b>
MODULE CODE: <b>LSA DWR2 M08 0322</b>
NOMINAL DURATION: <b>12 Hours</b>
<b>MODULE DESCRIPTION:</b> This module describes the knowledge, skills and attitude required to care for indoor household plants.
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1. Identify care for indoor plants</b></p> <p><b>LO2. Identify equipment for caring plants</b></p> <p><b>LO3. Provide care for indoor plants in a safe manner</b></p>
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Identify care for indoor plants</b></p> <p>1.1. Identify caring requirements for indoor plants</p> <p>1.2. Fertilizers and their use</p> <p>1.3. Water and its use for plants</p> <p><b>LO2. Identify equipment for caring plants</b></p> <p>2.1. Personal Protective Equipment (PPE)</p> <p>2.2. Equipment for caring plants</p> <p><b>LO3. Provide care for indoor plants in a safe manner</b></p> <p>3.1. Applying fertilizers</p> <p>3.2. Watering plants</p> <p>3.3. Storing tools and supplies</p>

<b>LEARNING METHODS:</b>
<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Group discussion</li> <li>• Exercise</li> <li>• Individual assignment</li> </ul>



**ASSESSMENT METHODS:**

- Interview
- Written test
- Demonstration/Observation

\*The inclusive learning method indicated for each module or a program is annexed at the end of this document and trainers should customize the learning at time of training learning method depends on the modules it needs.

**ASSESSMENT CRITERIA:**

**LO1. Identify care for indoor plants**

- Caring requirements for indoor plants are identified.
- Food and watering requirement for plants are identified according to plant type and weather conditions.

**LO2. Identify equipment for caring plants**

- Personal hygiene Appropriate Personal Protective Equipment (PPE) is worn while caring for indoor plants.
- Appropriate equipment for caring plants are identified.

**LO3. Provide care for indoor plants in a safe manner**

- Plants are fertilized and watered appropriately, regularly and according to identified requirements.
- Tool and other supplies used in plant care are safely stored and replenished when necessary.

**Annex: Resource Requirements**

<b>LSAD WR2 M08 0322: Providing Care for Plants</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTTLM prepared by the trainer	25	1:1
<b>2. Reference Books</b>				
2.1.	Wild at home: how to style and care for beautiful plants	Procured by the institute	5	1:5
2.2.	Plant parenting: easy ways to make more houseplants, vegetables, and flowers	Procured by the institute	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1.	Lecture hall, Class room	Standard	1	1:25
2.	Internet, Wi-Fi	4G and High speed access	1	1:25
3.	Video, computer or laptop	8GB RAM, High Storage capacity	1	1:25
4.	Projector	SD cards, HDMI, VGA and AV compatibility	1	1:25
5.	Table and chair	Standard	25	1:1
<b>C. Consumable Materials</b>				
1.	Fertilizers	Organic	As needed	
2.	Marker	White board, push button type	3	3:25
3.	Paper	A4, 80gm	100	4:1
4.	Pen	Ball point	1	1:25
5.	Flip chart	A2 size	1	1:25
<b>D. Tools and Equipment</b>				
1.	Watering can	Standard	3	3:25
2.	Vinyl pipe	Standard	As needed	

3.	Glove	Standard	5	1:5
4.	Pruner	Standard	5	1:5
5.	Scissors	Standard	5	1:5
6.	Manual sprayer	Standard	5	1:5
7.	Safety goggle	Standard	5	1:5
8.	Apron	Standard	25	1:1
9.	Hand towel	Standard	25	1:1

<b>LEARNING MODULE 09</b>	
TVET-PROGRAMME TITLE: <b>Domestic Work Level II</b>	
MODULE TITLE: <b>Providing Care for Pets</b>	
MODULE CODE: <b>LSA DWR2 M09 0322</b>	
NOMINAL DURATION: <b>12 Hours</b>	
<b>MODULE DESCRIPTION:</b> This module describes the knowledge, skills and attitude required to care for common household pets in a domestic setting.	
<b>LEARNING OUTCOMES</b> At the end of the module the trainee will be able to: <b>LO1. Clean and bathe pets</b> <b>LO2. Feed pets</b> <b>LO3. Maintain clean, safe and healthy domestic environment for pets</b>	
<b>MODULE CONTENTS:</b>  <b>LO1. Clean and bathe pets</b>  1.1. Types of pets 1.2. Cleaning equipment for pets 1.3. Cleaning and washing pets 1.4. Storing cleaning tools, equipment and supplies  <b>LO2. Feed pets</b>  2.1. Types of Food for of pet 2.2. Preparing food for pets 2.3. PPE and safety measures for feeding 2.4. Feeding pets 2.5. Reporting unusual behaviour of pets  <b>LO3. Maintain clean, safe and healthy domestic environment for pets</b>  3.1. Cleaning pet areas 3.2. Consulting veterinarian 3.3. Vaccine for pets	

<b>LEARNING METHODS:</b>
<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Group discussion</li> <li>• Exercise</li> <li>• Individual assignment</li> </ul>
<b>ASSESSMENT METHODS:</b>
<ul style="list-style-type: none"> <li>• Interview</li> <li>• Written test</li> <li>• Demonstration/Observation</li> </ul>

\*The inclusive learning method indicated for each module or a program is annexed at the end of this document and trainers should customize the learning at time of training learning method depends on the modules it needs .

<b>ASSESSMENT CRITERIA:</b>
<b>LO1. Clean and bathe pets</b>
<ul style="list-style-type: none"> <li>• Identifying pets for cleaning</li> <li>• Cleaning equipment for pets are identified.</li> <li>• Pet cleaning tasks are performed according to instructions and requirements.</li> <li>• Cleaning and bathing area is cleaned and dried.</li> <li>• Cleaning tools, equipment and supplies are stored and replenished when necessary.</li> </ul>
<b>LO2. Feed pets</b>
<ul style="list-style-type: none"> <li>• Food appropriate to the type of pet is selected.</li> <li>• Amount of food is measured and served in a feeding bowl as required.</li> <li>• Food and water is provided to the pet in a safe and hygienic manner.</li> <li>• Pet is observed while eating and any unusual eating behaviour is reported.</li> <li>• Feeding area and utensils are cleaned and stored in appropriate place</li> </ul>
<b>LO3. Maintain clean, safe and healthy domestic environment for pets</b>
<ul style="list-style-type: none"> <li>• Pet area/s are cleaned and maintained on a regular basis.</li> <li>• Adequate safety measures are obtained to keep the pet safe at all times.</li> <li>• Health requirement of pets are identified where appropriate and referred to the employer for veterinarian consultation.</li> </ul>

**Annex: Resource Requirements**

<b>LSAD WR2 M09 0322: Providing Care for Pets</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	<b>Reference Books</b>			
2.1.	The Complete Practical Guide to Pet and Aviary Birds	Procured by the institute	5	1:5
2.2.	The Complete Book of Pets and Pet Care: The Essential Family Reference Guide to Pet Breeds and Pet Care	Procured by the institute	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1.	Lecture hall, Class room	Standard	1	1:25
2.	Internet, Wi-Fi	4G and High speed access	1	1:25
3.	Video, computer or laptop	8GB RAM, High Storage capacity	1	1:25
4.	Projector	SD cards, HDML, VGA and AV compatibility	1	1:25
5.	Table and chair	Standard	25	1:1
<b>C. Consumable Materials</b>				
1.	Pets food	Standard	As needed	
2.	Water	Tap water	As needed	
3.	Marker	White board, push button type	3	3:25
4.	Paper	A4, 80gm	100	4:1
5.	Pen	Ball point	1	1:25
6.	Flip chart	A2 size	1	1:25
<b>D. Tools and Equipment</b>				

1.	Bowel	Standard	6	6:25
2.	Glove	Standard	6	6:25
3.	Goggle	Standard	6	6:25
4.	Apron	Standard	6	6:25

<b>LEARNING MODULE 10</b>	
TVET-PROGRAMME TITLE: <b>Domestic Work Level II</b>	
MODULE TITLE: <b>Applying Basic Financial Literacy</b>	
MODULE CODE: <b>LSA DWR2 M10 0322</b>	
NOMINAL DURATION: <b>12 Hours</b>	
<b>MODULE DESCRIPTION:</b> This module describes the knowledge, skills and attitude required by people to acquire and apply knowledge and skills in basic financial literacy, basic calculations and record keeping for migrant workers.	
<b>LEARNING OUTCOMES</b> At the end of the module the trainee will be able to: <b>LO1. Identify and develop finances</b> <b>LO2. Apply appropriate techniques for mathematical calculation</b> <b>LO3. Save extra income</b>	
<b>MODULE CONTENTS:</b>  <b>LO1. Identify and develop finances</b> 1.1. Managing finance 1.2. Developing financial goals and plans 1.3. Controlling expenditures 1.4. Remittance  <b>LO2. Apply appropriate techniques for mathematical calculation</b> 2.1. Basic mathematical operations 2.2. Recording saving and expenditures 2.3. Reconciliation of records  <b>LO3. Save extra income</b> 3.1. Saving and its use 3.2. Saving mechanisms 3.3. Saving extra income	

<b>LEARNING METHODS:</b>
<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Group discussion</li> <li>• Exercise</li> <li>• Individual assignment</li> </ul>



**ASSESSMENT METHODS:**

- Interview
- Written test
- Demonstration/Observation

\*The inclusive learning method indicated for each module or a program is annexed at the end of this document and trainers should customize the learning at time of training learning method depends on the modules it needs .

**ASSESSMENT CRITERIA:**

**LO1. LO1. Identify and develop finances**

- Techniques in managing finances are identified.
- Financial goals and plans are developed related to migration.
- Personal control in money spending is practiced.
- Money remittances are exercised according to acceptable procedures

**LO2. Apply appropriate techniques for mathematical calculation**

- Calculations relevant to domestic work are performed using appropriate tools and techniques
- Results are checked for errors and re-calculated if necessary.
- Results are recorded in accordance to workplace requirements

**LO3. Save extra income**

- Reasons for saving are identified and understand
- Saving mechanisms are identified in the community.
- Savings are made in accordance to acceptable procedures

**Annex: Resource Requirements**

<b>LSAD WR2 M10 0322: Applying Basic Financial Literacy</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
<b>2. Reference Books</b>				
2.1.	How I Invest my Money - Joshua Brown and Brian Portnoy	Procured by the institute	5	1:5
2.2.	The Joy of Accounting - Peter Frampton and Mark Robilliard	Procured by the institute	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1.	Lecture hall, Class room	Standard	1	1:25
2.	Internet, Wi-Fi	4G and High speed access	1	1:25
3.	Video, computer or laptop	8GB RAM, High Storage capacity	1	1:25
4.	Projector	SD cards, HDMI, VGA and AV compatibility	1	1:25
5.	Table and chair	Standard	25	1:1
<b>C. Consumable Materials</b>				
1.	Marker	White board, push button type	3	3:25
2.	Paper	A4, 80gm	100	4:1
3.	Pen	Ball point	1	1:25
4.	Flip chart	A2 size	1	1:25

<b>LEARNING MODULE 11</b>	
TVET-PROGRAMME TITLE: <b>Domestic Work Level II</b>	
MODULE TITLE: <b>Applying First Aid</b>	
MODULE CODE: <b>LSA DWR2 M11 0322</b>	
NOMINAL DURATION: <b>12 Hours</b>	
<p><b>MODULE DESCRIPTION:</b> This module describes the knowledge, skills and attitude required to respond to emergencies which include various aspects of disease control, prevention and emergency measures that can be administered effectively and provide an initial response where first aid is required.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1. Assess the situation</b></p> <p><b>LO2. Recognize and respond to signs of potential illness</b></p> <p><b>LO3. Respond to emergencies and accidents</b></p> <p><b>LO4. Apply basic first aid techniques</b></p> <p><b>LO5. Communicate details of the incident</b></p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Assess the situation</b></p> <ul style="list-style-type: none"> <li>1.1. Identify physical hazards</li> <li>1.2. OSH requirements for self and client</li> <li>1.3. Assessing vital signs and physical condition</li> </ul> <p><b>LO2. Recognize and respond to signs of potential illness</b></p> <ul style="list-style-type: none"> <li>2.1. Reporting illness</li> <li>2.2. Medical assistance</li> <li>2.3. Reassuring client</li> </ul> <p><b>LO3. Respond to emergencies and accidents</b></p> <ul style="list-style-type: none"> <li>3.1. Providing immediate first aid</li> <li>3.2. Recording and reporting emergency</li> <li>3.3. Responding emergencies and accidents</li> </ul> <p><b>LO4. Apply basic first aid techniques</b></p> <ul style="list-style-type: none"> <li>4.1. First aid management</li> </ul>	

- 4.2. Monitoring and managing client's condition
- 4.3. First aid principles

**LO5. Communicate details of the incident**

- 5.1. Communication for medical assistance
- 5.2. Reporting to emergency services/relieving personnel
- 5.3. Referring the casualty

**LEARNING METHODS:**

- Lecture-discussion
- Demonstration
- Group discussion
- Exercise
- Individual assignment

**ASSESSMENT METHODS:**

- Interview
- Written test
- Demonstration/Observation

\*The inclusive learning method indicated for each module or a program is annexed at the end of this document and trainers should customize the learning at time of training learning method depends on the modules it needs .

**ASSESSMENT CRITERIA:**

**LO1. Assess the situation**

- Physical hazards to self and client health and safety are identified.
- Immediate risks to self and client occupational health safety (OSH) are minimized by controlling the hazard in accordance with the OSH requirements.
- Client vital signs and physical condition are assessed in accordance with the workplace procedures

**LO2. Recognize and respond to signs of potential illness**

- Signs of potential illness are reported.
- Medical assistance is sought as necessary according to policies and procedures.
- Client and relatives are informed as soon as possible.
- Client is comforted and settled.

### **LO3. Respond to emergencies and accidents**

- The safety of self and others is ensured.
- Immediate first aid is provided as required.
- Strategies to calm, reassure and comfort client are implemented.
- Details of emergency are recorded and reported accurately.
- Information is provided to others according to established policies.
- Emergencies and accidents are responded to according to the established guidelines and legislative requirements.

### **LO4. Apply basic first aid techniques**

- First aid management is provided in accordance with the established first aid procedures.
- Client is reassured in a caring and calm manner and made comfortable using the available resources.
- First aid assistance is sought from others in a timely manner and as appropriate.
- Client's condition is monitored and responded to in accordance with the effective first aid principles and workplace procedures.
- Details of client's physical condition, changes in conditions, management and response are accurately recorded in line with the organizational procedures.
- Casualty management is finalized according to his/her needs and first aid principles.

### **LO5. Communicate details of the incident**

- Appropriate medical assistance is requested using the relevant communication media and equipment.
- Details of casualty's condition and management activities are accurately conveyed to emergency services/relieving personnel.
- Reports to appropriate person are prepared in a timely manner, presenting all relevant facts according to the established workplace procedures.

**Annex: Resource Requirements**

<b>LSAD WR2 M11 0322: Applying First Aid</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTTLM prepared by the trainer	25	1:1
<b>2. Reference Books</b>				
2	First Aid, Survival, and CPR Home and Field Pocket Guide (Shirley A. Jones)	Procured by the institute	5	1:5
2	The Complete First Aid Pocket Guide: Step-by-Step Treatment for All of Your Medical Emergencies (John Furst)	Procured by the institute	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
6.	Lecture hall, Class room	Standard	1	1:25
7.	Internet, Wi-Fi	4G and High speed access	1	1:25
8.	Video, computer or laptop	8GB RAM, High Storage capacity	1	1:25
9.	Projector	SD cards, HDMI, VGA and AV compatibility	1	1:25
10.	Table and chair	Standard	25	1:1
<b>C. Consumable Materials</b>				
5.	Marker	White board, push button type	3	3:25
6.	Paper	A4, 80gm	100	4:1
7.	Pen	Ball point	1	1:25
8.	Flip chart	A2 size	1	1:25

<b>LEARNING MODULE 12</b>	
TVET-PROGRAMME TITLE: <b>Domestic Work Level II</b>	
MODULE TITLE: <b>Applying 5S Procedures</b>	
MODULE CODE: <b>LSA DWR2 M12 0322</b>	
NOMINAL DURATION: <b>12 Hours</b>	
<p><b>MODULE DESCRIPTION:</b> This module describes the knowledge, skills and attitude required to apply 5S techniques to his/her workplace. It covers responsibility for the day-to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1. Prepare for work</b></p> <p><b>LO2. Sort items</b></p> <p><b>LO3. Set all items in order</b></p> <p><b>LO4. Perform shine activities</b></p> <p><b>LO5. Standardize 5S</b></p> <p><b>LO6. Sustain 5S</b></p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Prepare for work</b></p> <ol style="list-style-type: none"> <li>1.1. Determine work instructions</li> <li>1.2. Job specifications.</li> <li>1.3. OHS requirements,</li> <li>1.4. Implement 5S</li> <li>1.5. Prepare Kaizen Board.</li> </ol> <p><b>LO2. Sort items</b></p> <ol style="list-style-type: none"> <li>2.1. Plan sorting activities.</li> <li>2.2. Perform cleaning activities</li> <li>2.3. Identified all items in the workplace</li> <li>2.4. Listing necessary and unnecessary items</li> <li>2.5. Use red tag strategy for unnecessary</li> <li>2.6. Evaluate unnecessary items</li> <li>2.7. Record necessary items</li> </ol>	

**LO3. Set all items in order**

- 3.1. Indicate location/layout or storage
- 3.2. Place items in assigned locations
- 3.3. Check location and order of items regularly

**LO4. Perform shine activities**

- 4.1. Implement shining activity
- 4.2. Conduct regular shining

**LO5. Standardize 5S**

- 5.1. Prepare standardize 5S checklist
- 5.2. Follow checklists for standardize activities
- 5.3. Keep standard
- 5.4. Avoid problems of standardizing activities

**LO6. Sustain 5S**

- 6.1. Inspecting standard regularly
- 6.2. Recommending improvements
- 6.3. Maintain sustainability

**LEARNING METHODS:**

- Lecture-discussion
- Demonstration
- Group discussion
- Exercise
- Individual assignment

**ASSESSMENT METHODS:**

- Interview
- Written test
- Demonstration/Observation

\*The inclusive learning method indicated for each module or a program is annexed at the end of this document and trainers should customize the learning at time of training learning method depends on the modules it needs .



## ASSESSMENT CRITERIA:

### LO1. Prepare for work

- Work instructions are used to determine job requirements, including method, material and equipment.
- Job specifications are read and interpreted following working manual.
- OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.
- Tools and equipment are prepared and used to implement 5S.
- Safety equipment and tools are identified and checked for safe and effective operation.
- Kaizen Board (Visual Management Board) is prepared and used in harmony with different workplace contexts.

### LO2. Sort items

- Plan is prepared to implement sorting activities.
- Cleaning activities are performed.
- All items in the workplace are identified following the appropriate procedures.
- Necessary and unnecessary items are listed using the appropriate format.
- Red tag strategy is used for unnecessary items.
- Unnecessary items are evaluated and placed in an appropriate place other than the workplace.
- Necessary items are recorded and quantified using appropriate format.
- Performance results are reported using appropriate formats.
- Necessary items are regularly checked in the workplace.

### LO3. Set all items in order

- Plan is prepared to implement set in order activities.
- General cleaning activities are performed.
- Location/Layout, storage and indication methods for items are decided.
- Necessary tools and equipment are prepared and used for setting in order activities.
- Items are placed in their assigned locations.
- After use, the items are immediately returned to their assigned locations.

- Performance results are reported using appropriate formats.
- Each item is regularly checked in its assigned location and order.

#### **LO4. Perform shine activities**

- Plan is prepared to implement shine activities.
- Necessary tools and equipment are prepared and used for shining activities.
- Shine activity is implemented using appropriate procedures.
- Performance results are reported using appropriate formats.
- Regular shining activities are conducted.

#### **LO5. Standardize 5S**

- Plan is prepared and used to standardize 5S activities.
- Tools and techniques to standardize 5S are prepared and implemented based on relevant procedures.
- Checklists are followed for standardize activities and reported to relevant personnel.
- The workplace is kept to the specified standard.
- Problems are avoided by standardizing activities.

#### **LO6. Sustain 5S**

- Plan is prepared and followed to sustain 5S activities.
- Tools and techniques to sustain 5S are discussed, prepared and implemented based on relevant procedures.
- Workplace is inspected regularly for compliance to specified standard and sustainability of 5S techniques.
- Workplace is cleaned up after completion of job and before commencing next job or end of shift.
- Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.
- Improvements are recommended to lift the level of compliance in the workplace.
- Checklists are followed to sustain activities and report to relevant personnel.
- Problems are avoided by sustaining activities.

**Annex: Resource Requirements**

<b>LSAD WR2 12 0322: Applying 5S Procedures</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
<b>2. Reference Books</b>				
2.1.	5S Hand Book Practical Hints for 5S in Health Care Facilities	Procured by the institute	5	1:5
2.2.	The Ultimate Guide to 5S: Improving Workplace Efficiency	Procured by the institute	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1.	Lecture hall, Class room	Standard	1	1:25
2.	Internet, Wi-Fi	4G and High speed access	1	1:25
3.	Video, computer or laptop	8GB RAM, High Storage capacity	1	1:25
4.	Projector	SD cards, HDMI, VGA and AV compatibility	1	1:25
5.	Table and chair	Standard	25	1:1
<b>C. Consumable Materials</b>				
1.	Marker	White board, push button type	3	3:25
2.	Paper	A4, 80gm	100	4:1
3.	Pen	Ball point	1	1:25
4.	Flip chart	A2 size	1	1:25

## **Acknowledgement**

The **Ministry of Labor and Skills** wishes to thank and appreciation for the trainers who donated their effort and time to develop this outcome based curriculum for the TVET program Domestic work Level II. We also thank Tourism Training Institute and Misrak Polytechnic College for active facilitation of their trainers and Professional Returnees for the development of this curriculum.

**The trainers and professional returnees who developed the curriculum**

No	Name	Qualification	Educational background	Region	College	Mobile number	E-mail
1.	Daniel Emeyu Tura	BA Degree	BA in Hotel Mgt	A.A.	MISRAK P/T/C	0947319246	<a href="mailto:Danielemeyu2011@gmail.com">Danielemeyu2011@gmail.com</a>
2.	Sentayehu Worku kebert	MA Degree	BA in Hotel Mgt and MA in PPS	A.A.	TTI	0911379960	<a href="mailto:sintawork@yahoo.com">sintawork@yahoo.com</a>
3.	Eyob Alemu	MA Degree	BA/MA in Hotel Mgt	A.A.	TTI	0912045304	<a href="mailto:eyobalemu84@gmail.com">eyobalemu84@gmail.com</a>
4.	Etenesh G/selassia W/mariam	Mentoring for domestic worker	12/Arabic language Speaking	A.A.	Returnees migrant	0941541787	<a href="mailto:Lydia.gs37@gmail.com">Lydia.gs37@gmail.com</a>
5.	Zelalem Girma Baruda	Mentoring for domestic worker	Diploma/Arabic language Speaking	A.A.	Returnees migrant	0939492523	<a href="mailto:Bethlehemteshome23@gmail.com">Bethlehemteshome23@gmail.com</a>

## Annex

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

		<ul style="list-style-type: none"> <li>❖ Summarize main points</li> </ul>		
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>

			loudly	
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	