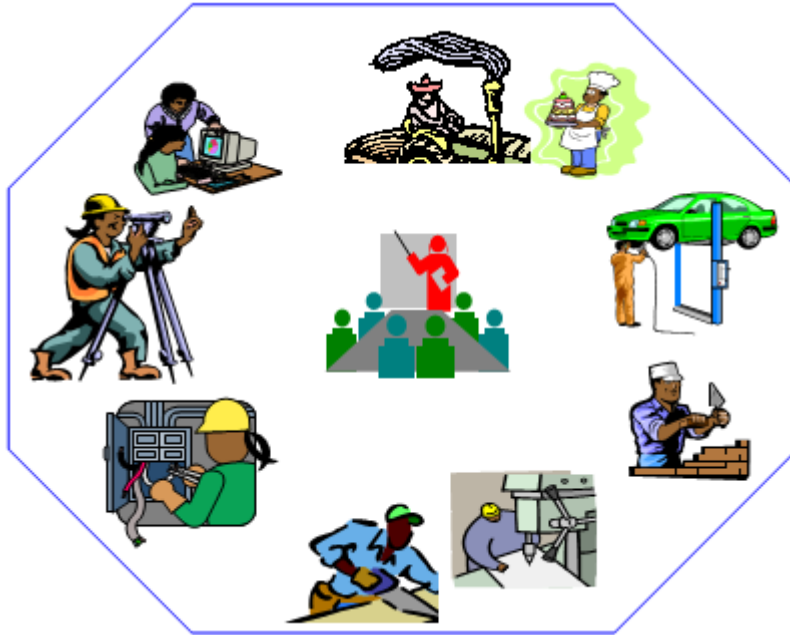# Human Resource Management Level-III

TVET CURRICULUM

Based on October, 2021 (V-II) Occupational standard (OS) Inclusive

(Ministry of Labor and Skills)

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 **Human Resource Management Level III.**

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

TVET-Program Design

1.1. TVET-Program Title: Human Resource Management Level III

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 **Human Resource Middle level officer** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **Labor and Skills** sector in the field of **Human Resource Management.**

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 Perform Human Resource Function, Apply Human Resource Management Rules & Regulations, Ensure Employee Health and Safety, Plan Human Resource, Manage Recruitment, Selection, Induction and Promotion, Implement Industrial Relations, Manage Workforce Diversity, and Prevent and Eliminate MUDA 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 HRM3 01 1221 Perform Human Resource Function
LSA HRM3 02 1221 Apply Human Resource Management Rules & Regulations
LSA HRM3 03 1221 Ensure Employee Health and Safety
LSA HRM3 04 1221 Plan Human Resource
LSA HRM3 05 1221 Manage Recruitment, Selection, Induction and Promotion
LSA HRM3 06 1221 Implement Industrial Relations
LSA HRM3 07 1221 Manage Workforce Diversity
LSA HRM3 08 1221 Prevent and Eliminate MUDA

1.4. Duration of the TVET-Program

The Program will have duration of **826 *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.	Perform Human Resource Function	80	10	8	98	
2.	Apply Human resource Management Rules & Regulations	70	10	24	104	
3.	Ensure Employee Health and Safety	60	10	8	78	
4.	Plan Human Resource	80	20	24	124	
5.	Manage Recruitment, Selection, Induction and Promotion	90	20	24	134	
6.	Implement Industrial Relations	80	20	16	116	
7.	Manage Workforce Diversity	70	20	24	114	
8.	Prevent and Eliminate MUDA	30	20	8	58	
	Total	560	130	136	826	

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 III**.**

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 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 HRM3 01 1221	Perform Human Resource Function	**LSA HRM3 M01 0322**	Performing Human Resource Function	• Understand organization and organizational resources • Apply Management and its Functions • Understand the natures of Human Resource Management • Perform basic Human Resource	98
LSA HRM3 02 1221	Apply Human Resource Management Rules & Regulations	**LSA HRM3 M02 0322**	Applying Human Resource Management Rules & Regulations	• Determine HRM Rules & regulations Practices • Apply knowledge of HRM Rules, regulations, Policies & Procedures • Maintain knowledge of HRM Rules , regulations & organizational requirements	104
LSA HRM3 03 1221	Ensure Employee Health and Safety	**LSA HRM3 M03 0322**	Ensuring Employee Health and Safety	• Implement workplace health safety requirements • Identify Health and safety risks • Monitor and Evaluate health and safety issues	78
LSA HRM3 04 1221	Plan Human Resource	**LSA HRM3 M04 0322**	Planning Human Resource	• Scan internal and external environment • Conduct job analysis • Assess demand and supply workforce • Forecast Human Resource Requirement • Design and implement Human resource plan	124

LSA HRM3 05 1221	Manage Recruitment, Selection, Induction and Promotion	**LSA HRM3 M05 0322**	Managing Recruitment, Selection, Induction and Promotion	• Apply recruitment, selection and induction policies and procedures • Determine job descriptions • Recruit and select Candidates • Appoint and induct successful candidate	134
LSA HRM3 06 1221	Implement Industrial Relations	**LSA HRM3 M06 0322**	Implementing Industrial Relations	• Implement industrial relation policies and procedures • Assist in minimizing industrial relations conflict • Enhance industrial relations • Evaluate and maintain industrial relations management system	116
LSA HRM3 07 1221	Manage Workforce Diversity	**LSA HRM3 M07 0322**	Managing Workforce Diversity	• Implement diversity policy • Foster respect for diversity • Promote the benefits of diversity	114
LSA HRM3 08 1221	Prevent and Eliminate MUDA	**LSA HRM3 M08 0322**	Preventing and Eliminate MUDA	• Prepare for work. • Identify MUDA and problem • Analyze causes of a problem. • Eliminate MUDA and Assess effectiveness of the solution. • Prevent occurrence of wastes and sustain operation.	58

*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 **Level B** and above who have satisfactory practical experiences or equivalent qualifications.

LEARNING MODULE 01

TVET-PROGRAMME TITLE: **Human Resource Management Level III**

MODULE TITLE: **Performing Human Resource Function**

MODULE CODE: **LSA HRM3 M01 0322**

NOMINAL DURATION: 98. Hours

MODULE DESCRIPTION : This module covers knowledge, attitudes and skills required to the basic concepts of the human resource management. The unit also, discusses the management process and its role in the organization. To start with, first of all we will understand about organization, organizational resources, and resource management and then we will go through the functions of management as well as relationship between management and Human Resource Management.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

LO1. Understand organization and organizational resources

LO2. Apply Management and its Functions

LO3. Understand the natures of Human Resource Management

LO4. Perform basic Human Resource Management Functions

MODULE CONTENTS:

LO1. Understand organization and organizational resources

    1.1 Organizational principles, structures and behaviors

    1.2 Financial and non-financial Resources

    1.3 Allocating resources

    1.4 Achieving efficiency and effectiveness

    1.5 Determining the quality and effectiveness

    1.6 Basic components of an organization

LO2. Apply Management and its Functions

    2.1 Basic concepts of management

    2.2 Accomplishing Organizational goals

    2.3 Describing management process

    2.4 Applying functions of management

LO3. **Understand the natures of Human Resource Management**

    3.1 Natures of human resource management.

    3.2 Responsibilities of human resource management.

3.3 Factors contributing to HRM

LO4. **Perform basic Human Resource Management Functions**

    4.1 Human resource management functions.

    4.2 Integrating of management and HRM functions

    4.3 Staffing policies and practices

    4.4 Performing HRM to all organizations

Learning Methods:				
For none impaired trainees	**Reasonable Adjustment for Trainees with Disability (TWD)**			
	Low Vision	**Deaf**	**Hard of hearing**	**Physical impairment**
Lecture-discussion	❖ Provide large print text ❖ Prepare the lecture in **Audio/video** ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points	❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points	❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees	❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation	❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary)	❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary)	❖ Facilitate and support the trainees having severe upper limbs impairment to operate Equipment/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary

Group discussion	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work	❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly	❖ Introduce the trainees with their peers
Exercise	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training	❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy	❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	

ASSESSMENT METHODS:

Interview		❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension	❖ Speak loudly ❖ Using sign language interpreter if necessary	❖ Use written response as an option for the trainees having speech challenges
Written test	❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader ❖ (if necessary) ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.	❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	❖ Brief the instruction or provide them in large text ❖ Time extension	❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension	❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension	❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO1. Understand organization and organizational resources

- Organizational principles, structures and behaviors are identified and understood
- Financial and non-financial Resources are identified to fulfill organizational needs.
- *Organizational resources* are allocated in line with resource management principles
- Efficient and effective deployments of organization's resources are achieved through resource management.
- Quality and effectiveness of the organization is determined by the quality of the people that are employed.
- People, Purpose/ Task, and Structure were described as the three basic components of an organization

LO2. Apply Management and its Functions

- The basic concepts of management are stated and defined
- Organizational goals are accomplished through good management processes.
- *Functions of management* are described and applied for better understanding of the management process.
- The management process that involve a wide variety of activities are described

LO3. Understand the natures of Human Resource Management

- The natures of human resource management are understood.
- Responsibilities of human resource management for the success of an organization are explained.
- Factors contributing to the growing *importance of HRM* are identified.

LO4. Perform basic Human Resource Management Functions

- *Human resource management functions* are described to match an organization's needs to the skills and abilities of its employees.
- Overview of management functions are integrated to the application of an organization's human resource management activities.
- Policies and practices are learned to carry out the staffing (or people) function of management.
- Regardless of the nature and size an organization, human resource management functions are performed.

Annex: Resource Requirements

	LSA HRM3 M01 0322 **Performing Human Resource Function**			
Item No.	**Category/Item**	**Description/ Specifications**	**Quantity**	**Recommended Ratio (Item: Trainee)**
A.	**Learning Materials**			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
	Human Resource Management by; Pravin Durai	Pravin Durai	5	1:5
3	Reference Books			
3.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6th edition	5	1:5
3.2	A hand book of HRM practice By Michael Armstrong	10th edition	5	1:5
3.3	HRM by Robert Mathis and John H. Jackson	13th Edition	5	1:5
3.4	Principles of Management By: Ellen. Benowitz, M ed	Ellen. Benowitz, M ed		
4	Journals/Publication/Magazines			
4.1	**Ethiopian civil service commission proclamation**Proclamation	ProcNo:1064/2010	5	1:5
4.2	Nagarit Gazeta	Nagarit Gazeta	25	1:1
B.	**Learning Facilities & Infrastructure**			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25

			Broadband 2GB	1	1:1
7	Internet				
C.	**Consumable Materials**				
1	Duster			5	1:25
2	Chalk		Packet	10	1:25
3	Marker		Carton	10	1:25
4	Paper		Packet A4	5	1:25
D.	**Tools and Equipment**				
	Laptop		modern	1	To trainer
2	Photo copy			1	1:25
3	Printer			1	1:25
4	LCD projector			1	1:25
5	Desktop			25	1:1

<table>
<tr><td colspan="3" align="center">**LEARNING MODULE 02**</td></tr>
<tr><td colspan="3">TVET-PROGRAMME TITLE: **Human Resource Management Level II**</td></tr>
<tr><td colspan="3">MODULE TITLE: **Applying Human resource Management Rules & Regulations**</td></tr>
<tr><td colspan="3">MODULE CODE: **LSA HRM3 M02 0322**</td></tr>
<tr><td colspan="3">NOMINAL DURATION : 104 Hours</td></tr>
<tr><td colspan="3">**MODULE DESCRIPTION** : This module describes the performance outcomes, skills and knowledge required to apply understanding of Human resource Management Rules & Regulations. It includes determining relevant workplace Rules and Regulations that contributes to any actions to insure complains and negotiations with human resource management practices.</td></tr>
<tr><td colspan="3">**LEARNING OUTCOMES**

At the end of the module the trainee will be able to:

LO1. Determine HRM Rules & regulations Practices

LO2. Apply knowledge of HRM Rules, regulations, Policies & Procedures

LO3. Maintain knowledge of HRM Rules , regulations & organizational requirements</td></tr>
<tr><td colspan="3">**MODULE CONTENTS:**

LO1. Determine HRM Rules & regulations Practices

    1.1   Identifying current HRM, Rules & Regulations, policies and procedures

    1.2   Applying HRM Rules and legal requirements

    1.3   Legal obligations for consultation with stakeholders

    1.4   Consequences of non-compliance

LO2. Apply knowledge of HRM Rules, regulations, Policies & Procedures

    2.1 Monitoring compliance with HRM rules & legislation

    2.2 Undertaking HRM Rules, regulation, codes, standards, policies and procedures

    2.3 Limits of own expertise and legal responsibilities

LO3. Maintain knowledge of HRM Rules, regulations & organizational requirements

    3.1 Relevant sources of current information

    3.2 Updating and communicating HRM information

    3.3 Appropriate action on non-compliance</td></tr>
</table>

Learning Methods:				
For none impaired trainees	**Reasonable Adjustment for Trainees with Disability (TWD)**			
	Low Vision	**Deaf**	**Hard of hearing**	**Physical impairment**
Lecture-discussion	❖ Provide large print text ❖ Prepare the lecture in **Audio/video** ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points	❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points	❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees	❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation	❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ provide tutorial support (if necessary)	❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support (if necessary)	❖ Facilitate and support the trainees having severe upper limbs impairment to operate Equipment/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ provide tutorial support (if necessary

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ASSESSMENT METHODS:

Interview		❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension	❖ Speak loudly ❖ Using sign language interpreter if necessary	❖ Use written response as an option for the trainees having speech challenges
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ASSESSMENT CRITERIA:

LO.1 Determine HRM Rules & regulations Practices

- Current HRM, *Rules & Regulations, policies and procedures* impacting on the workplace are identified and accessed

- Knowledge of the relationship between HRM Rules & regulations Practices, codes, and standards to assist in identifying HRM legal requirements in the workplace are applied

- legal obligations and duties for consultation with *stakeholders* and trainers, employees, safety representatives and others are identified

- Consequences of *non-compliance* with HRM Rules, regulation, codes, standards, workplace policies and procedures are identified

LO.2 Apply knowledge of HRM Rules, regulations, Policies & Procedures

- HRM rules & legislation are contributed to monitoring compliance.

- Work is undertaken in accordance with relevant HRM rules, regulation, codes, standards, policies and procedures

- Limits of own expertise and legal responsibilities, and accessing appropriate sources of expertise as required are recognized

LO.3 Maintain knowledge of HRM Rules, regulations & organizational requirements

- R*elevant sources* to access current information covering applicable HRM Rules, regulations and guidelines relating to workplace are utilized

- Information's on workplace HRM rules, regulations, codes, standards, policies and procedures relevant to self and other employees are Regularly updated and communicated

- A*ppropriate action* on non-compliance with HRM rules, regulations, codes, standards, policies and procedures to contribute to achieving compliance are identified and taken

Annex: Resource Requirements

	LSA HRM3 M02 0322 Applying Human Resource Management Rules & Regulations			
Item No.	**Category/Item**	**Description/ Specifications**	**Quantity**	**Recommended Ratio (Item: Trainee)**
A.	**Learning Materials**			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
	Human Resource Management by; Pravin Durai	Pravin Durai	5	1:5
3	Reference Books			
3.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6th edition	5	1:5
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4.1	**Ethiopian civil service commission proclamation**Proclamation	ProcNo:1064/2010	5	1:5
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B.	**Learning Facilities & Infrastructure**			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
7	Internet	Broadband 2GB	1	1:1

C.	**Consumable Materials**				
1	Duster			5	1:25
2	Chalk	Packet		10	1:25
3	Marker	Carton		10	1:25
4	Paper	Packet A4		5	1:25
D.	**Tools and Equipment**				
	Laptop	modern		1	To trainer
2	Photo copy			1	1:25
3	Printer			1	1:25
4	LCD projector			1	1:25
5	Desktop			25	1:1

LEARNING MODULE 03
TVET-PROGRAMME TITLE: **Human Resource Management Level III**
MODULE TITLE: **Ensuring Employee Health and Safety**
MODULE CODE: **LSA HRM3 M03 032**2
NOMINAL DURATION: .78 Hours
MODULE DESCRIPTION: This learning module describes the performance outcomes, skills and knowledge required to manage and maintain employees health and safety (EHS) processes to protect workers own health and safety, and that of others
LEARNING OUTCOMES At the end of the module the trainee will be able to: **LO1.**Implement workplace health safety requirements **LO2.**Identify Health and safety risks **LO3**. Monitor and Evaluate health and safety issues

MODULE CONTENTS:

LO1. Implement workplace health safety requirements

> **1.1.** Conducting routine health and safety inspections
>
> **1.2.** Reflecting duty of care principles
>
> **1.3.** Identifying Designated persons for reporting
>
> **1.4.** Providing Health and safety orientations for new employees
>
> **1.5.** Identifying Existing and potential hazards and Emergency incidents
>
> **1.6.** Reporting identified to designated persons and recorded
>
> **1.7.** Identifying and implementing and controlling workplace risk and instructions

LO2. Identify Health and safety risks

> **2.1** Accessing and communicating relevant health and safety information
>
> **2.2** Designing and implementing ergonomics policies
>
> **2.3** Encouraging employees to use personal protective equipment in the work
>
> **2.4** Reporting eemergency incidents and to appropriate personnel

LO3. Monitor and Evaluate health and safety issues

> **3.1** Monitoring and evaluating safety equipment
>
> **3.2** Developing, implementing and evaluating the health management system
>
> **3.3** Carrying out work specific risk assessment
>
> **3.4** Establishing and delegating roles,

Learning Methods:				
For none impaired trainees	**Reasonable Adjustment for Trainees with Disability (TWD)**			
	Low Vision	**Deaf**	**Hard of hearing**	**Physical impairment**
Lecture-discussion	❖ Provide large print text ❖ Prepare the lecture in **Audio/video** ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points	❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points	❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees	❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation	❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ rovide tutorial support (if necessary)	❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ rovide tutorial support (if necessary)	❖ Facilitate and support the trainees having severe upper limbs impairment to operate Equipment/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ rovide tutorial support (if necessary
Group discussion	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up	❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members	❖ Facilitate the integration of trainees with group members	❖ Introduce the trainees with their peers

	❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work	❖ Conduct close follow up ❖ Introduce the trainees with other group member	❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly	
Exercise	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training	❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy	❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	

ASSESSMENT METHODS:

Interview		❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension	❖ Speak loudly ❖ Using sign language interpreter if necessary	❖ Use written response as an option for the trainees having speech challenges
Written test	❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader ❖ (if necessary) ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.	❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/Observation	❖ Brief the instruction or provide them in large text ❖ Time extension	❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension	❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension	❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1. Implement workplace health safety requirements

- Routine *health and safety inspections* are conducted and duty of care principles are reflected

- *Designated persons* are identified for reporting queries and concerns about health and safety

- *Health and safety orientations* are provided for new employees

- Existing and potential *hazards and Emergency incidents* in the workplace are identified and reported to designated persons and *recorded* in accordance with the procedures

- Workplace procedures and work instructions are identified and implemented for controlling risks

LO.2. Identify Health and safety risks

- Relevant health and safety information are accessed and communicated with appropriate personnel

- Work place procedures and instructions for controlling risks are identified, designed and implemented

- Ergonomics policies are designed and implemented in accordance with organizational health and safety rules and regulations

- Employees are encouraged to use *personal protective equipment* in the work are as required

- Eemergency incidents and injuries are reported to appropriate personnel

LO.3. Monitor and Evaluate health and safety issues

- The appropriateness, *replacement and maintenance* of equipment used for safety critical processes are monitored and evaluated

- The performance of the overall *safety and health management system* are developed, implemented and evaluated

- Work specific *Risk Assessment*, their extent and thoroughness are carried out

- Roles, responsibilities, accountability and authority for ensuring the achievement of the plan are established and delegated

Annex: Resource Requirements

LSA HRM3 M03 0322 **Ensuring Employee Health and Safety**				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	**Learning Materials**			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
	Human Resource Management by; Pravin Durai	Pravin Durai	5	1:5
3	Reference Books			
3.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6th edition	5	1:5
3.2	A hand book of HRM practice By Michael Armstrong	10th edition	5	1:5
3.3	HRM by Robert Mathis and John H. Jackson	13th Edition	5	1:5
3.4	Principles of Management By: Ellen. Benowitz, M ed	Ellen. Benowitz, M ed		
4	Journals/Publication/Magazines			
4.1	**Ethiopian civil service commission proclamation**Proclamation	Proc No:1064/2010	5	1:5
4.2	Nagarit Gazeta	Nagarit Gazeta	25	1:1
B.	**Learning Facilities & Infrastructure**			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
7	Internet	Broadband 2GB	1	1:1

C.	**Consumable Materials**			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
D.	**Tools and Equipment**			
	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

LEARNING MODULE 04
TVET-PROGRAMME TITLE: **Human Resource Management Level III**
MODULE TITLE: **Planning Human Resource**
MODULE CODE: **LSA HRM3 M04 0322**
NOMINAL DURATION:124 Hours
MODULE DESCRIPTION: This learning module covers the knowledge, attitudes and skills required to determine overall projection of demand and supply of human resource. It includes developing strategies to fill the gap so that the goal of the organization would be attained. HR planning practice focuses on aligning workforce objectives with organizational plans, analyzing labor market trends and predictions, and designing strategies and succession plans to ensure a competent and appropriately diverse workforce is available to meet anticipated changes.
LEARNING OUTCOMES   At the end of the module the trainee will be able to: **LO1.** Scan internal and external environment   **LO2.** Conduct job analysis   **LO3**. Assess demand and supply workforce   **LO4.** Forecast Human Resource Requirement   **LO5.** Design and implement Human resource plan

MODULE CONTENTS:
 	
 LO1. Scan internal and external environment
 	
     1.1. understanding organizational environment
 	
     1.2. Obtaining , identifying and evaluating information's
 	
     1.3. Determining availability of human resources.
 	
     1.4. Reporting environmental scan result
 	
 LO2. Conduct job analysis
 	
     2.1 Identifying organizational policies
 	
     2.2 Maintaining organizational human resource policies and procedures
 	
     2.3 Developing and communicating job analysis.
 	
     2.4 Conducting job analyses.
 	
     2.5 Identifying and preparing job descriptions and job specifications
 	
 LO3. Assess demand and supply workforce
 	
     3.1 Determining and analyzing existing workforce

3.2 Identifying and measuring demands of workforces

3.3 Organizational structure

3.4 Reviewing predicted human resources supply and demand

3.5 Planning and reviewing staffing budgets;

3.6 Reporting recommendations.

LO4. Forecast Human Resource Requirement

4.1 Forecasting Organizational policies and work requirement.

4.2 Identifying anticipated demands of human resource

4.3 Preparing and maintaining Reports

4.4 Identifying and maintaining human resource data

LO5. Design and implement Human resource plan

5.1 Organizing all necessary documents:

5.2 Preparing and confirming human resource plan and guideline.

5.3 Carrying out Monitoring and evaluation mechanisms.

5.4 Preparing human resource plan for recruitment and selection.

Learning Methods:				
For none impaired trainees	**Reasonable Adjustment for Trainees with Disability (TWD)**			
	Low Vision	**Deaf**	**Hard of hearing**	**Physical impairment**
Lecture-discussion	❖ Provide large print text ❖ Prepare the lecture in **Audio/video** ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points	❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points	❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees	❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation	❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ rovide tutorial support (if necessary)	❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ rovide tutorial support (if necessary)	❖ Facilitate and support the trainees having severe upper limbs impairment to operate Equipment/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ rovide tutorial support (if necessary

Group discussion	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work	❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly	❖ Introduce the trainees with their peers
Exercise	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training	❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy	❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	

ASSESSMENT METHODS:				
Interview		❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension	❖ Speak loudly ❖ Using sign language interpreter if necessary	❖ Use written response as an option for the trainees having speech challenges
Written test	❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader ❖ (if necessary) ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.	❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	❖ Brief the instruction or provide them in large text ❖ Time extension	❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension	❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension	❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO1. Scan internal and external environment

- Organizational environment is identified and understood
- Information's based on organizational *policies and procedures* are obtained, identified and evaluated
- Availability of human resources is determined according to the obtained information.
- Result of environmental scan is reported for approval.

LO2. Conduct job analysis

- Organizational policies are identified for conducting job analysis following work procedure.
- Organizational human resource policies and procedures for conducting job analysis are maintained based on the stated guideline.
- Job analysis issues/criteria are developed and communicated with relevant stakeholders using appropriate tools/equipment.
- Job analyses are conducted based on the preset criteria.
- Job descriptions and job specifications are identified and prepared in consultation with appropriate personnel

LO3. Assess demand and supply workforce

- Existing workforce where there are excesses or shortages are determined and analyzed
- Current and predicted demands of workforces are identified and measured
- Existing organizational structure and its strengths and shortcomings are considered in relation to foreseeable changes
- Current and predicted external labor supply, demographic and economic data for forecasting human resources supply and demand is reviewed
- Staffing budgets and costs of workforce changes are predicted, planned and reviewed
- Recommendations are reported to the authorized personnel.

LO4. Forecast Human Resource Requirement

- Organization policies and methods for human resource are forecasted in line with *work requirement*.
- Anticipated demands of human resource are identified and worked on according to

work requirement.

- *Reports* are prepared and maintained as per organizational guidelines.
- Human resource *data* on supply and demand requirements are identified and maintained

LO5. Design and implement Human resource plan

- All necessary documents (organizational policies, human resource forecasting, etc.) are organized following work procedures.

- Human resource plan and confirming are prepared based on *guideline*.

- *Monitoring and evaluation mechanisms* are carried out following work procedure.

- Final human resource plan is prepared and ready for *recruitment and selection*

Annex: Resource Requirements

	LSA HRM3 M04 0322 Planning Human Resource			
Item No.	**Category/Item**	**Description/ Specifications**	**Quantity**	**Recommended Ratio (Item: Trainee)**
A.	**Learning Materials**			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
	Human Resource Management by; Pravin Durai	Pravin Durai	5	1:5
3	Reference Books			
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3.3	HRM by Robert Mathis and John H. Jackson	13th Edition	5	1:5
3.4	Principles of Management By: Ellen. Benowitz, M ed	Ellen. Benowitz, M ed		
4	Journals/Publication/Magazines			
4.1	**Ethiopian civil service commission proclamation**Proclamation	ProcNo:1064/2010	5	1:5
4.2	Nagarit Gazeta	Nagarit Gazeta	25	1:1
B.	**Learning Facilities & Infrastructure**			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25

			Broadband 2GB			1:1
7	Internet			1		
C.	**Consumable Materials**					
1	Duster			5		1:25
2	Chalk		Packet	10		1:25
3	Marker		Carton	10		1:25
4	Paper		Packet A4	5		1:25
D.	**Tools and Equipment**					
	Laptop			1		To trainer
2	Photo copy			1		1:25
3	Printer			1		1:25
4	LCD projector			1		1:25
5	Desktop			25		1:1

LEARNING MODULE - 05
TVET-PROGRAMME TITLE: **Human Resource Management Level - III**
MODULE TITLE: **Manage Recrutement, sélection and Induction**
MODULE CODE: **LSA HRM3 M05 0322**
NOMINAL DURATION:134 Hours
MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to manage all aspects of the recruitment selection, promotion and induction processes in accordance with organizational policies and procedures.
LEARNING OUTCOMES At the end of the module the trainee will be able to: **LO1.** Apply recruitment, selection and induction policies and procedures **LO2.** Determine job descriptions **LO3**. Recruit and select Candidates **LO4.** Appoint and induct successful candidate

MODULE CONTENTS:
 	
LO1. Apply recruitment, selection and induction policies and procedures
 	
    1.1 Analyzing Strategic and operational plans and policies
 	
    1.2 Applying recruitment*,* selection and induction policies and procedures
 	
    1.3 Reviewing options of technology
 	
    1.4 Obtaining and preparing policies and procedures
 	
    1.5 Preparing forms, documents and adjustments
 	
LO2. Determine job descriptions
 	
    2.1 Clarifying appointment Time lines and requirement
 	
    2.2 Ensuring Job descriptions
 	
    2.3 Obtaining Approvals to advertise position
 	
LO3. Recruit and select Candidates
 	
    3.1 Determining Future human resources needs
 	
    3.2 Ensuring current position description and person specifications
 	
    3.3 Ensuring access of training and pother support
 	
    3.4 Providing training on recruitment and selection process

3.5 Advertising vacant positions:

3.6 Approving selection procedures

3.7 Advertising vacancies for staffing requirements

3.8 Consulting relevant personnel

3.9 Ensuring the interview questions, rules and regulation requirements

3.10 Scheduling Interviews and advising of personnel dates and venues

LO4. Appoint and induct successful candidate

4.1 Providing employment contract and other documentations

4.2 Inducting candidates starting date

4.3 Providing Induction with organizational policy

Learning Methods:				
For none impaired trainees	**Reasonable Adjustment for Trainees with Disability (TWD)**			
	Low Vision	**Deaf**	**Hard of hearing**	**Physical impairment**
Lecture-discussion	❖ Provide large print text ❖ Prepare the lecture in **Audio/video** ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points	❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points	❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees	❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation	❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ rovide tutorial support (if necessary)	❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ rovide tutorial support (if necessary)	❖ Facilitate and support the trainees having severe upper limbs impairment to operate Equipment/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ rovide tutorial support (if necessary

Group discussion	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work	❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly	❖ Introduce the trainees with their peers
Exercise	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training	❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy	❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	

ASSESSMENT METHODS:

Interview		❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension	❖ Speak loudly ❖ Using sign language interpreter if necessary	❖ Use written response as an option for the trainees having speech challenges
Written test	❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader ❖ (if necessary) ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.	❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	❖ Brief the instruction or provide them in large text ❖ Time extension	❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension	❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension	❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Apply recruitment, selection and induction policies and procedures

- Strategic and operational plans and policies are analyzed to identify relevant policies and objectives

- ***Recruitment***, ***selection and induction policies and procedures*** and supporting documents are applied

- Options for ***technology*** to improve the efficiency and effectiveness of the recruitment and selection process are reviewed

- Policies and procedures are obtained and prepared   from senior managers

- Forms, documents and adjustments to support policies and procedures are prepared

- Communicating Policies and procedures to relevant staff and providing training is required

LO.2 Determine job descriptions.

- Time lines and requirement clarified for appointment

- Preparation of job descriptions which accurately reflect the role requirements is implemented in accordance with organizational procedures and rules and regulations, code and national standards

- Job descriptions are ensured that do not contravene rules and   regulation requirements

- Approvals to advertise position is obtained

LO.3 Recruit and select Candidates

- Future human resources needs are determined in collaboration with relevant managers and sections

- Current position descriptors and person specifications for vacancies are ensured to be used by managers and others involved in the recruitment, selection, promotion and induction processes

- Access of training and other forms of support to all persons involved are provided in the recruitment and selection process

- Advertising of vacant positions is ensured and complied with organizational policy and legal requirements

- Selection procedures are ensured/ approved in accordance with organizational policy and legal requirements

- vacancies are advertised for staffing requirements in accordance with organizational policies and procedures
- Relevant personnel is consulted to convene selection panel and to develop interview questions
- The interview questions are ensured that it do not breach rules and regulation requirements
- Interviews and advising of personnel are Scheduled to relevant times, dates and venues

LO.4 Appoint and induct successful candidate

- successful candidate with employment contract and other documentation are provided
- Candidates are inducted the starting date and make necessary administrative arrangements.
- Induction is provided in accordance with organizational policy

Annex: Resource Requirements

LSA HRM3 M05 0322	**Managing Recruitment, Selection, Induction and Promotion**			
Item No.	**Category/Item**	**Description/ Specifications**	**Quantity**	**Recommended Ratio (Item: Trainee)**
A.	**Learning Materials**			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
	Human Resource Management by; Pravin Durai	Pravin Durai	5	1:5
3	Reference Books			
3.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6th edition	5	1:5
3.2	A hand book of HRM practice By Michael Armstrong	10th edition	5	1:5
3.3	HRM by Robert Mathis and John H. Jackson	13th Edition	5	1:5
3.4	Principles of Management By: Ellen. Benowitz, M ed	Ellen. Benowitz, M ed		
4	Journals/Publication/Magazines			
4.1	Ethiopian civil service commission proclamation	ProcNo:1064/2010	5	1:5
4.2	Nagarit Gazeta	Nagarit Gazeta	25	1:1
B.	**Learning Facilities & Infrastructure**			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
7	Internet	Broadband 2GB	1	1:1

C.	**Consumable Materials**			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
D.	**Tools and Equipment**			
	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

LEARNING MODULE - 06
TVET-PROGRAMME TITLE: **Human Resource Management Level - III**
MODULE TITLE: **Implementing Industrial Relations**
MODULE CODE: **LSA HRM3 M06 0322**
NOMINAL DURATION: 116 Hours
MODULE DESCRIPTION : This Module addresses the knowledge and skills required to represent employer in dealing with industrial relations matters in the workplace. The module covers communicating and implementing industrial relations policies and procedures that meet statutory and legislative requirements.
LEARNING OUTCOMES   At the end of the module the trainee will be able to: **LO1.** Implement industrial relation policies and procedures   **LO2.** Assist in minimizing industrial relations conflict   **LO3**. Enhance industrial relations   **LO4.** Evaluate and maintain industrial relations management system

MODULE CONTENTS:
 	
 LO1. Implement industrial relation policies and procedures
 	
     1.1. Sourcing and disseminating relevant agreements
 	
     1.2. Undertaking requires negotiations
 	
     1.3. Documenting and certifying agreed outcomes of negotiations
 	
     1.4. Implementing agreements, policies and procedures
 	
     1.5. Promoting the organization's industrial relations procedures
 	
 LO2. Assist in minimizing industrial relations conflict
 	
     2.1 Agreeing and documenting problem solving and grievance procedures
 	
     2.2 Monitoring implementation of industrial relations policies and procedures
 	
     2.3 Identifying potential industrial relations conflicts
 	
     2.4 Preparing and forwarding documentation to management
 	
     2.5 Providing assistance to deal with industrial relations conflicts
 	
     2.6 Developing competence in managing conflict
 	
 LO3. **Enhance industrial relations**
 	
     3.1 Implementing Strategies to facilitate feedback
 	
     3.2 Counselling of employee

3.3 Implementing strategies to develop and strengthen relationships

3.4 Providing information and feedback

3.5 Providing information and advice

3.6 Ensuring induction and training

3.7 Observing employee relations policies

LO4. **Evaluate and maintain industrial relations management system**

4.1 Assessing industrial disputes

4.2 Evaluating employees participation in workplace relationship

4.3 Measuring the strength and weaknesses of the labor union

4.4 Maintaining the effectiveness of industrial relation

Learning Methods:				
For none impaired trainees	**Reasonable Adjustment for Trainees with Disability (TWD)**			
	Low Vision	**Deaf**	**Hard of hearing**	**Physical impairment**
Lecture-discussion	❖ Provide large print text ❖ Prepare the lecture in **Audio/video** ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points	❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points	❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees	❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation	❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ rovide tutorial support (if necessary)	❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ rovide tutorial support (if necessary)	❖ Facilitate and support the trainees having severe upper limbs impairment to operate Equipment/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ rovide tutorial support (if necessary

Group discussion	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work	❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly	❖ Introduce the trainees with their peers
Exercise	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training	❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy	❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	

ASSESSMENT METHODS:

Interview		❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension	❖ Speak loudly ❖ Using sign language interpreter if necessary	❖ Use written response as an option for the trainees having speech challenges
Written test	❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader ❖ (if necessary) ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.	❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	❖ Brief the instruction or provide them in large text ❖ Time extension	❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension	❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension	❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Implement industrial relation policies and procedures

- Relevant agreements, policies and procedures are sourced and disseminated to all relevant persons and groups
- Negotiations are undertaken between employer representatives and employee representatives, to agree to changes required by either group
- Agreed outcomes of negotiations are documented and certified in the relevant jurisdiction where appropriate
- Agreements, policies and procedures are implemented in accordance with site, enterprise and statutory requirements
- The organization's industrial relations procedures are promoted with relevant persons and groups

LO.2 Assist in minimizing industrial relations conflict

- Problem solving/grievance procedures are agreed and documented
- The implementation of industrial relations policies and procedures is monitored
- Potential industrial relations conflicts are identified through a monitoring process and reported to *management*
- Documentation is prepared and forwarded to management in relation to identified potential industrial relations conflicts
- Assistance is provided to deal with industrial relations conflicts under *upper level management* supervision
- Competence in managing conflict negotiation skills and dispute resolution is developed through appropriate training and preparation
- Specialist/expert advice is sought and considered where appropriate

LO.3 Enhance industrial relations

- Strategies to facilitate feedback are implemented
- Counselling of employee is practiced to enhance the healthy relationships between the workgroup
- Strategies are implemented to develop and strengthen relationships with relevant persons and groups
- Information and feedback are provided to management as required
- Information and advice is provided to relevant persons and groups as required
- Induction and training are ensured to develop competence and confidence to perform safely and effectively

- Employee relations policies are regularly observed and updated as required

LO.4 Evaluate and maintain industrial relations management system

- The root causes of industrial disputes are identified and assessed and appropriate measures are taken
- Employees participation is evaluated in sustaining the healthy workplace relationship
- The strength and weaknesses of the labor union are measured and performed necessary adjustments as required.
- The effectiveness of industrial relation management systems are ensured and the good practices are maintained

	LSA HRM3 M06 0322 Implementing Industrial Relations			
Item No.	**Category/Item**	**Description/ Specifications**	**Quantity**	**Recommended Ratio (Item: Trainee)**
A.	**Learning Materials**			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
	Human Resource Management by; Pravin Durai	Pravin Durai	5	1:5
3	Reference Books			
3.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6th edition	5	1:5
3.2	A hand book of HRM practice By Michael Armstrong	10th edition	5	1:5
3.3	HRM by Robert Mathis and John H. Jackson	13th Edition	5	1:5
3.4	Principles of Management By: Ellen. Benowitz, M ed	Ellen. Benowitz, M ed		
4	Journals/Publication/Magazines			
4.1	**Ethiopian civil service commission proclamation**	ProcNo:1064/2010	5	1:5
4.2	Nagarit Gazeta	Nagarit Gazeta	25	1:1
B.	**Learning Facilities & Infrastructure**			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
7	Internet	Broadband 2GB	1	1:1

C.	**Consumable Materials**			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
D.	**Tools and Equipment**			
	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

LEARNING MODULE 07
TVET-PROGRAMME TITLE: **Human Resource Management Level III**
MODULE TITLE **Managing Workforce Diversity**
MODULE CODE: **LSA HRM3 M 07 0322**
NOMINAL DURATION 114 hrs
MODULE DESCRIPTION: This module describes the performance outcomes, skills and knowledge required to manage diversity in the workplace. It covers implementing the organization's policy on diversity, fostering diversity within the work team, and promoting the benefits of a diverse workplace.
LEARNING OUTCOMES At the end of the module the trainee will be able to: **LO1.** Implement diversity policy **LO2.** Foster respect for diversity **LO3.** Promote the benefits of diversity

MODULE CONTENTS:
 	
LO1. Implement diversity policy
 	
    1.1 Reviewing and locating diversity policies
 	
    1.2 Determining application of work context
 	
    1.3 Instituting actions to ensure the diversity policy
 	
    1.4 Understanding and implementing diversity policy
 	
    1.5 Providing feedback and suggestions
 	
LO2. Foster respect for diversity
 	
    2.1 Addressing own prejudices
    2.2 Respecting difference in personal interactions
    2.3 Selecting and recruiting staff focusing diversity
    2.4 Identifying and addressing training needs
    2.5 Assisting working effectively with differences
    2.6 Strengthening services and customer relations
    2.7 Managing allegations of harassment
    2.8 Addressing complaints
 	
LO3. Promote the benefits of diversity
 	
    3.1 Promoting workforce diversity
    3.2 Describing captured ideas and information
    3.3 Supporting efforts to value diversity

Learning Methods:				
For none impaired trainees	**Reasonable Adjustment for Trainees with Disability (TWD)**			
	Low Vision	**Deaf**	**Hard of hearing**	**Physical impairment**
Lecture-discussion	❖ Provide large print text ❖ Prepare the lecture in **Audio/video** ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points	❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points	❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees	❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation	❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ provide tutorial support (if necessary)	❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support (if necessary)	❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment's/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ provide tutorial support (if necessary

Group discussion	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work	❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly	❖ Introduce the trainees with their peers
Exercise	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training	❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy	❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	

ASSESSMENT METHODS:				
Interview		❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension	❖ Speak loudly ❖ Using sign language interpreter if necessary	❖ Use written response as an option for the trainees having speech challenges
Written test	❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader ❖ (if necessary) ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.	❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration /Observation	❖ Brief the instruction or provide them in large text ❖ Time extension	❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension	❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension	❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO1. Implement diversity policy

- *Diversity* policies are located and reviewed

- Application of the specific work context is determined

- *Actions* are instituted to ensure that the diversity policy is understood and implemented by relevant parties

- Feedback and suggestions are provided for improvement to ensure prevalence and efficacy of diversity policy

LO2. Foster respect for diversity

- . Own prejudices are addressed and respect is demonstrated for difference in personal interactions

- Diversity is mainly aimed in selecting and recruiting staff

- *Training needs* are identified and addressed to address issues of difference in the team

- . Working effectively with differences are assisted and strengthen the organization's services and customer relations

- Allegations of harassment are managed and *complaints* addressed according to established organizational procedures

LO3. Promote the benefits of diversity

- The organization's workforce diversity in internal and external forums are promoted to enhance

  the organizations image and reputation

- To enhance services and contributions to competitive advantage captured ideas and information from the diversity are described.

- Organizational efforts to value diversity is supported to promote benefits of diversity

Annex: Resource Requirements

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
LSA HRM3 M07 0322 Managing Workforce Diversity				
A.	**Learning Materials**			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
	Human Resource Management by; Pravin Durai	Pravin Durai	5	1:5
3	Reference Books			
3.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6th edition	5	1:5
3.2	A hand book of HRM practice By Michael Armstrong	10th edition	5	1:5
3.3	HRM by Robert Mathis and John H. Jackson	13th Edition	5	1:5
3.4	Principles of Management By: Ellen. Benowitz, M ed	Ellen. Benowitz, M ed		
4	Journals/Publication/Magazines			
4.1	**Ethiopian civil service commission proclamation**	ProcNo:1064/2010	5	1:5
4.2	Nagarit Gazeta	Nagarit Gazeta	25	1:1
B.	**Learning Facilities & Infrastructure**			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
7	Internet	Broadband 2GB	1	1:1

C.	**Consumable Materials**				
1	Duster			5	1:25
2	Chalk	Packet		10	1:25
3	Marker	Carton		10	1:25
4	Paper	Packet A4		5	1:25
D.	**Tools and Equipment**				
	Laptop			1	To trainer
2	Photo copy			1	1:25
3	Printer			1	1:25
4	LCD projector			1	1:25
5	Desktop			25	1:1

LEARNING MODULE 08
TVET-PROGRAMME TITLE: **Human Resource Management Level III**
MODULE TITLE : **Preventing and Eliminating MUDA**
MODULE CODE: **IND SHP2 M08 0322**
NOMINAL DURATION: 58 Hours
MODULE DESCRIPTION: This module covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her workplace by applying scientific problem-solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis It covers responsibility for the day-to-day operation of the work and ensures Kaizen Elements are continuously improved and institutionalized.
LEARNING OUTCOMES At the end of the module the learner will be able to: **LO1.** Prepare for work **LO2.** Identify MUDA and problem **LO3**. Analyze causes of a problem **LO4**. Eliminate MUDA and Assess effectiveness of the solution. **LO5**. Prevent occurrence of wastes and sustain operation
MODULE CONTENTS: **LO1. Prepare for work**   **1.1.** Using work instructions   **1.2.** Reading and interpreting job specifications   **1.3.** Observing OHS requirements,   **1.4.** Selecting appropriate material   **1.5.** Identifying and checking safety equipment and tools. **LO2. Identify MUDA and problem**   **2.1** Preparing plan of MUDA and implementing problem identification   **2.2** Discussing causes and effects of MUDA   **2.3** Listing possible problems related to the process /Kaizen elements using statistical tools and techniques.   **2.4** Identifying and listing problems of kaizen on Kaizen Board.   **2.5** Using tools and techniques for analyzing   **2.6** Identifying and measuring wastes/MUDA based on relevant procedures.   **2.7** Reporting identified and measured wastes

LO3. Analyze causes of a problem

    3.1 Listing all possible causes of a problem

    3.2 Analyzing cause relationships using 4MLE

    3.3 Identifying causes of the problems

    3.4 Selecting the root cause directly related to the problem

    3.5 Listing all possible ways using creative idea generation

    3.6 Testing and evaluating the suggested solutions

    3.7 Preparing detailed summaries of the action plan

LO4. Eliminate MUDA and Assess effectiveness of the solution.

    4.1 Preparing and implementing Plan of MUDA elimination.

    4.2 Adopting necessary attitude and ten basic principles for improvement

    4.3 Using tools and techniques to eliminate wastes/MUDA

    4.4 Reducing and eliminating Wastes/MUDA

    4.5 Identifying tangible and intangible results

    4.6 Comparing tangible results using various types of diagrams.

    4.7 Reporting improvements

LO5. Prevent occurrence of wastes and sustain operation.

    4.1 Preparing and implementing Plan of MUDA prevention.

    4.2 Preparing and discussing Standards

    4.3 Preventing occurrences of wastes/MUDA

    4.4 Creating waste-free workplace using 5W and 1Hsheet.

    4.5 Doing the completion of required operation

    4.6 Facilitating the updating of standard procedures and practices

    4.7 Training of the work team on the new standard operating Procedures (SOPs).

LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)		
	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points	❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees	❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary)	❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support ❖ (if necessary) ❖	❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support ❖ (if necessary
Group discussion	❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly	❖ Introduce the trainees with their peers

Exercise	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training	❖ Assign peer trainees ❖ Use additional nominal hours if necessary ❖
Individual assignment	❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	❖
❖ ASSESSMENT METHODS:			
Interview	❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension	❖ Speak loudly ❖ Using sign language interpreter if necessary	❖ Use written response as an option for the trainees having speech challenges
Written test	❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary.	❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension	❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension	❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension ❖

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.

- Appropriate material is selected for work.

- *Safety equipment and tools* are identified and checked for safe and effective operation.

LO2 Identify MUDA and problem

- Plan of MUDA and problem identification is prepared and implemented.

- Causes and effects of MUDA are discussed.

- All possible problems related to the process /Kaizen elements are listed using *statistical tools and techniques*.

- All possible problems related to kaizen elements are identified and listed on Visual Management Board/Kaizen Board.

- *Tools and techniques* are used to draw and analyze current situation of the work place.

- Wastes/MUDA are identified and measured based on *relevant procedures*.

- Identified and measured wastes are reported to relevant personnel

LO3. Analyze causes of a problem

- . All possible causes of a problem are listed.

- Cause relationships are analyzed using**4M1E**.

- Causes of the problems are identified.

- The root cause which is most directly related to the problem is selected.

- All possible ways are listed using *creative idea generation* to eliminate the most critical root cause.

- The suggested solutions are carefully tested and evaluated for potential complications.

- Detailed summaries of the action plan are prepared to implement the suggested solution.

LO4. Eliminate MUDA and Assess effectiveness of the solution.

- Plan of MUDA elimination is prepared and implemented by *medium KPT* members.

- Necessary attitude and the *ten basic principles* for improvement are adopted to eliminate waste/MUDA.

- Tools and techniques are used to eliminate wastes/MUDA based on the procedures and OHS.

- Wastes/MUDA are reduced and eliminated in accordance with OHS and organizational requirements.

- *Tangible and intangible results* are identified.

- Tangible results are compared with targets using *various types of diagrams*.

- Improvements gained by elimination of waste/MUDA are reported to relevant bodies.

LO5. Prevent occurrence of wastes and sustain operation.

- Plan of MUDA prevention is prepared and implemented.

- Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.

- Occurrences of wastes/MUDA are prevented by using *visual and auditory control methods*.

- Waste-free workplace is created using *5W and 1H* sheet.

- The completion of required operation is done in accordance with standard procedures and practices.

- The updating of standard procedures and practices is facilitated.

- The capability of the work team that aligns with the requirements of the procedure is ensured and trained on the new *Standard Operating Procedures (SOPs)*.

	LSA HRM3 M08 1221 **Preventing and Eliminate MUDA**			
Item No.	**Category/Item**	**Description/ Specifications**	**Quantity**	**Recommended Ratio (Item: Trainee)**
A.	**Learning Materials**			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
2.1			5	1:5
3	Reference Books			
3.1				
4	Journals/Publication/Magazines			
4.1				
B.	**Learning Facilities & Infrastructure**			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
7	Internet	Broadband 2GB	1	1:1
C.	**Consumable Materials**			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
D.	**Tools and Equipment**			
	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

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 Human **Resource Management Level III.**

We also thank all regional Labor and Skill/TVET Bureaus, Ministry of labor and skills coordinators, all instructors who developed this curriculum for active facilitation of this curriculum development.

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The trainers who developed the curriculum

No	Name	Qualification	Educational background	Region	College	Mobile number	E-mail
1	Gosa Abebe Debela	B.A. Degree	Business Management	Oromia	Bishoftu P.T.C	0911015999	gosbex@gmail.com
2	Seid Mohamed Abdi	M.B.A	Master of Business Administration	Somali	Jigjiga P.T.C	0910092321	seidm6363@gmail.com
3	Almaw Adugna	M.B.A	Master of Business Administration	Diredawa	Ethio-Italy P.T.C	0913309380	almawadugna94@gmail.com
4	Eyobeil Nitsuh	M.B.A	Master of Business Administration	Addis Ababa	Bole Manufacturing College	0932298650	eyo1921@gmail.com
5	Tesfaye Woldeyes	M.Sc	Development Economics	Adis Ababa	Ethiopia Customs Commission	0912097395	tesfa986@gmail.com